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LEVEL II

Research Product 79-18

Manual for
The Racial Attitudes and Perceptions Survey
(RAPS)

Training Technical Area

November 1979

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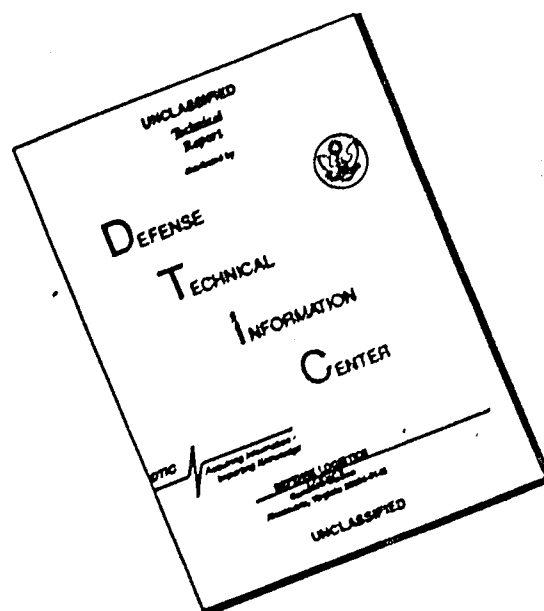
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SECURITY CLASSIFICATION OF THIS PAGE (When Data Entered)

REPORT DOCUMENTATION PAGE		READ INSTRUCTIONS BEFORE COMPLETING FORM
1. REPORT NUMBER RP 79-18	2. GOVT ACCESSION NO.	3. RECIPIENT'S CATALOG NUMBER
4. TITLE (and Subtitle) MANUAL FOR THE RACIAL ATTITUDES AND PERCEPTIONS SURVEY (RAPS)		5. TYPE OF REPORT & PERIOD COVERED
7. AUTHOR(s) Guy L. Siebold		6. PERFORMING ORG. REPORT NUMBER
9. PERFORMING ORGANIZATION NAME AND ADDRESS US Army Research Institute for the Behavioral & Social Sciences (PERI-II) 5001 Eisenhower Ave., Alexandria, VA 22333		8. CONTRACT OR GRANT NUMBER(s) 1297
11. CONTROLLING OFFICE NAME AND ADDRESS		10. PROGRAM ELEMENT PROJECT, TASK AREA & WORK UNIT NUMBERS 2Q762717A767
14. MONITORING AGENCY NAME & ADDRESS (if different from Controlling Office) 14 ARI-RP-79-18		12. REPORT DATE Nov 1979
16. DISTRIBUTION STATEMENT (of this Report) (9) Research product rpt., Approved for public release; distribution unlimited.		13. NUMBER OF PAGES 99
17. DISTRIBUTION STATEMENT (of the abstract entered in Block 20, if different from Report)		15. SECURITY CLASS. (of this report) Unclassified
18. SUPPLEMENTARY NOTES		15a. DECLASSIFICATION/DOWNGRADING SCHEDULE
19. KEY WORDS (Continue on reverse side if necessary and identify by block number) Race Relations Racial Climate Racial Attitudes Racial Attitudes and Perceptions Survey Race Relations/Equal Opportunity		
20. ABSTRACT (Continue on reverse side if necessary and identify by block number) The manual was developed to enable Army personnel to use the Racial Attitudes and Perceptions Survey (RAPS). The RAPS is a 40 minute, paper and pencil questionnaire that measures the attitudes and perceptions of military personnel on racial matters as they are experienced in daily life. Its primary purpose is to provide objective information to the installation commander to aid him in his general program to promote racial harmony. The manual contains the RAPS, a description of its history and structure, →		

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20. (cont.) specific directions for administering and scoring it, and guidelines for interpreting the results. The manual lists the personnel (and their capabilities) needed to conduct the survey and provides instructions to them on how to carry out their functions. Sample materials are included.

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Research Product 79-18

MANUAL FOR
THE RACIAL ATTITUDES AND
PERCEPTIONS SURVEY
(RAPS)

Guy L. Siebold

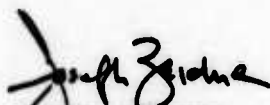
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Behavioral and Social Sciences
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November 1979

FOREWORD

Since 1972, the US Army Research Institute for the Behavioral and Social Sciences (ARI) has been active in research on the policy, projects, and operational problems of the Army's race relations/equal opportunity (RR/EO) program. In 1973 in response to a specific requirement of the Assistant Secretary of Defense (M&RA), ARI initiated the development of the Racial Attitudes and Perceptions Survey (RAPS). The purpose of the survey is to measure racial climate at the installation level. The research involved in the development and validation of the survey instrument is presented in ARI Technical Paper 338. The results of one study using the RAPS can be found in ARI Research Memorandum 77-24. The present manual describes the RAPS in detail and provides specific procedures for its use and interpretation.

The development of this manual was begun in 1975 in the Social Processes Technical Area. The manual went through several draft versions until it was formed into a product directly usable by military personnel. The final version was completed in 1978 in the Career Development and Soldier Productivity Technical Area under Army Project 2Q762717A767. The ARI Equal Opportunity Research Program is now conducted at the Presidio of Monterey Field Unit.


JOSEPH ZEIDNER
Technical Director

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PREFACE

This manual contains the Racial Attitudes and Perceptions Survey (RAPS), a brief history of its development, a detailed description of the structure of the RAPS, and specific directions to administer, score, and interpret the results of the survey. The manual is written in such a way that an installation commander or his delegate can use the given procedures to conduct the survey from beginning to end. The manual indicates the people needed to run the survey, the number and types of people to respond to the questionnaire, and the steps to be taken by each of the individuals concerned.

The RAPS was developed with the idea that many of the events and situations that influence the racial attitudes and perceptions of soldiers occur at the installation level and are outside the immediate control of company level commanders and supervisors. The goal of the RAPS is to clarify the racial attitudes and perceptions of racial behaviors that are held by soldiers so that the installation commander can focus and adjust his programs to promote racial harmony and cooperation. While the RAPS can be administered at any given point in time, its value can be increased by administering it routinely at periodic intervals. Periodic administrations of the RAPS indicate whether change is occurring and if that change is in the direction desired. They can also provide early information on new or potential issues.

At present the emphasis in research concerning the race relations/ equal opportunity area is at the local unit level. The aim is to provide the company commander with tools to assess the racial situation in his command and take direct steps to promote and maintain a cooperative climate. However, the RAPS remains available for use by installation commanders to obtain an overview of the whole installation and to keep informed about conditions that exist beyond the control of local units.

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CHAPTER 1

INTRODUCTION

1-1. Purpose of This Manual. This manual contains a description of the Racial Attitudes and Perceptions Survey (RAPS), specific directions for administering and scoring it, and guidelines for interpreting the results.

1-2. Scope. This manual applies to installation commanders and those personnel delegated to administer, score, and interpret the RAPS.

1-3. The RAPS. The Racial Attitudes and Perceptions Survey is a 40 minute, paper and pencil questionnaire that measures the attitudes and perceptions of military personnel on racial matters as they are experienced in daily life. Its primary purpose is to provide objective information to the installation commander to aid him in his general program to reduce racial discrimination and promote racial harmony.

1-4. The RAPS Team. The RAPS team consists of those installation personnel the commander appoints to administer, score, and interpret the survey. The number on the team will vary depending on their survey skills and the size of the installation. For the typical installation, the RAPS team consists of: (1) a technical consultant; (2) a representative from the automatic data processing (ADP) unit serving the installation; (3) an NCO to train the monitors who actually administer the survey; and (4) an officer to head the team and see that the myriad of tasks are accomplished on time.

CHAPTER 2

DESCRIPTION OF THE RAPS

2-1. Development. The RAPS is the result of a number of years of scientific research. The original concepts for the RAPS were generated by social science professionals within the military who saw the need for providing the commander with a tool to better understand the racial climate at his installation. Further work to validate the RAPS as an assessment instrument was directed by the Department of Defense, funded by the Department of the Army, and executed by a contract research firm under the monitorship of the U.S. Army Research Institute for the Behavioral and Social Sciences. In the process of developing the RAPS, installations of all services in a wide variety of locations and with varying missions were closely examined in order to ensure relevance and applicability in all military situations. The questionnaire has been carefully developed to satisfy all the scientific criteria for a measuring instrument and has been examined at different levels of the military command hierarchy.*

2-2. Purpose. The RAPS is designed to provide the installation commander with information that can help him to plan or redirect his programs and policies to promote racial harmony. Specifically, this information can aid in the setting of priorities and allocation of resources. The RAPS can supplement the commander's own knowledge of his installation, help assess the overall effectiveness of his programs, communicate command concern about equal opportunity and harmonious race relations, assess changes in the racial situation over time, pinpoint particular areas that have potential for being problematic, and enable the commander to communicate more effectively with his personnel.

2-3. Limitations. While the RAPS can be a valuable tool for commanders, it does have limitations and some difficulties in usage. The RAPS itself will not solve any racial problems but rather provides information that will aid in their solution. It does not provide data on the exact causes of problems or misperceptions but rather indicates when they do exist. The actions that need to be taken are not always clear cut. The RAPS only indicates that action in some areas seems necessary.

Since the RAPS represents personnel attitudes and perceptions rather than objective reality, changes in real installation conditions are not necessarily readily reflected in changed responses on the RAPS. Thus the RAPS patterns are slow to change and, at times, lag behind real installation conditions.

*See Robert L. Hiett, Robin S. McBride, Byron G. Fiman, Measuring the Impact of Race Relations Programs in the Military, Human Sciences Research, Inc., 7710 Old Springhouse Road, McLean, Virginia, 22101, March 1974.

The survey should not be used to directly evaluate specific programs or specific commanders. The evaluation of programs requires instruments and designs adapted to each program to see how well its goals are being met. The RAPS is an instrument too general for this purpose. Further, while the identification and possible punishment of commanders who don't eliminate obstacles to racial harmony is desirable, the utilization of the RAPS for this purpose will most likely invalidate the responses from the units of those commanders in the future for they will very likely attempt to influence their personnel to give certain responses. Using the RAPS to evaluate specific programs or commanders reduces the mutual trust that is critical for the RAPS and race relations programs in general.

The focus of the RAPS is on black-white relations mainly because these two groups constitute the largest percentage of the military population. The RAPS cannot in its present form assess perceptions and attitudes concerning the treatment of other racial and ethnic groups. On the other hand, there are six questions that ask each respondent about how he personally has been treated on account of his race. These questions provide a means to get at the experiences of other minority groups and encourages individuals to participate fully in the survey. People from other racial and ethnic groups can provide different and useful perspectives on the installation conditions.

2-4. Structure of the RAPS. The 118 items on the Racial Attitudes and Perceptions Survey fall into three broad sections: (1) Racial Perceptions Inventory (RPI); (2) Incidence of Discriminatory Behaviors (IDB); and (3) Demographic Items. Within each of the first two sections, several of the items combine together to form scales or content areas which relate to specific types of racial attitudes or perceptions. All the items on the RAPS have been carefully selected and refined. A copy of the questionnaire and the items that form the various scales or areas can be found in Appendix B and K, and Chapter 8.

2-5. The RPI. The Racial Perceptions Inventory section consists of sixty-nine statements reflecting racial attitudes or perceptions about various areas of military life. Each respondent is asked to indicate his level of agreement or disagreement with each item. The statements form four main scales:

1. Perceived Discrimination Against Blacks (PDB) - 24 statements concerning the individual's perception of the amount of racial discrimination in the treatment of black personnel in specific areas of military life such as supervisory treatment, opportunities for advancement, and military justice.

2. Attitude Toward Racial Interaction (ATI) - 15 statements concerning how favorable an individual is towards living and working together with people of different races.

3. Feelings of Reverse Racism (FRR) - 16 statements concerning an individual's attitudes and perceptions that whites are threatened by blacks and that black personnel are treated more favorably than white personnel.

4. Racial Climate (RC) - 12 statements concerning an individual's perceptions and attitudes about the quality of race relations in the Army and about the level of commitment of the Army to racial harmony.

The RPI also has a group of 6 statements reflecting the individual's direct personal experience of racial matters in the Army. These statements are phrased so that they apply to every individual regardless of his race. This Personal Experiences (PE) item group allows soldiers who do not consider themselves black or white to make an input to the survey based on their race.

2-6. The IDB. The Incidence of Discriminatory Behaviors section consists of forty-two statements that describe specific discriminatory behaviors that may occur on a military installation. The respondents are asked to report on how often they have personally seen, heard, or experienced such behaviors. The content areas and individual statements within the content areas are listed in rank order with the first area and first statement within the content area relating to behaviors with the highest potential for creating racial tension. There are four major content areas in the IDB:

1. Racial Harassment (RH) - 13 statements concerning discriminatory behaviors by other soldiers that the individual has heard or seen such as racial name calling, racist jokes, or exclusion of a member of a given race from a post facility.

2. System Treatment (ST) - 9 statements concerning discriminatory behaviors by the Army "system" that the individual has seen or experienced such as one's receiving worse quarters or service because of his race.

3. Supervisory Treatment (SUP) - 16 statements concerning discriminatory behaviors by supervisors that the individual has seen or experienced such as one's receiving differential punishment, rewards, or work details because of race.

4. Self-Segregation (SS) - 4 statements concerning the degree to which the individual sees members of the same race sticking together on and off duty.

While the RPI section pertains to attitudes and perceptions of racial matters, the IDB section pertains to reports of actually experienced discriminatory behaviors. In using the results of the RAPS, the commander can try to change attitudes and perceptions which are improper or inaccurate while eliminating actual discriminatory behaviors that are reported to occur. The RAPS results will point to the areas where the

greatest efforts should be concentrated.

2-7. Demographics. The Demographics section of the RAPS contains items that allow one to classify the respondents along certain characteristics: racial/ethnic group membership, age, sex, rank, amount of education, length of time on active duty, and amount of interracial personal contact off duty. These characteristics have been found related to an individual's attitudes and perceptions in past surveys. The items are necessary so that one can tell whether changes in the RAPS results are due to changes in attitudes, perceptions, and observed behaviors or due to changes in the types of personnel in the survey sample. The items also allow one to assess how representative the respondents are of the total group of people on the installation. If particular categories of respondents score especially high or low on the various measures, that will indicate that something is going on in their lives that might be a good focal point for a more thorough investigation.

CHAPTER 3

THE RAPS TEAM

3-1. Purpose. The RAPS team plans, coordinates, and controls the various aspects of the survey administration and then interprets and reports the results to the commander.

3-2. Team Leader. The team leader is responsible for overseeing the activities of the team to insure that all the tasks are completed in a timely manner. He also schedules the various tasks, contacts the subjects who will take the survey, selects monitors to actually administer the survey, notifies monitors about the training session, determines the format for the questionnaire booklet (and answer sheet if used), and insures that the booklets (and answer sheets) are printed and available. After the survey is completed and the data analyzed, he reports the results to the commander.

3-3. Technical Consultant. The consultant is responsible for determining the number of soldiers needed to take the RAPS, for selecting the actual sample of soldiers, and for analyzing and interpreting the data after it is collected. He is also responsible for providing general technical guidance to the team. The following installation personnel might be considered for this position: mental health professional, social science professional, testing officer, race relations training officer, or personnel officer. He should be familiar with surveys.

3-4. Automatic Data Processing Representative. The ADP representative must be familiar with the procedures and capabilities of the ADP section that will score and furnish printouts of the survey data. He is responsible for scheduling the ADP programming, supplies, personnel, and equipment for use in conjunction with the survey. He sees that the sample rosters are generated at the beginning of the survey planning and that the RAPS data are scored and processed for analysis and interpretation after the survey.

3-5. Training NCO. The training NCO is responsible for training the monitors to administer the survey. He is also responsible for inspecting the facilities in which the RAPS is to be given to determine their adequacy. He insures that the monitors receive the survey materials and return them once the survey is finished. When he has certified that all materials have been returned, he takes them to the ADP section.

3-6. Team Effort. The RAPS survey is a complex operation which requires that the team members work closely together. At large installations, it may be necessary for additional personnel to be added to the team to help accomplish some tasks. At small installations, some team personnel may need to assume more than one job. Since the operation is a coordinated team effort, it is desirable that the same personnel stay with the team throughout the whole project.

In Table 1, the major survey tasks are listed along with the team member who has the main responsibility for each task. The chapters in this pamphlet that follow are guides for the team members to aid them in accomplishing their tasks.

TABLE 1
MAJOR SURVEY TASKS AND
MAIN TEAM MEMBER RESPONSIBLE

	Installation CO	Team Leader	Tech. Consultant	ADP Representative	Training NCO	Monitor
1. Decides to give the RAPS	X					
2. Gathers RAPS team	X					
3. Prepares tentative schedule		X				
4. Determines sample size			X			
5. Specifies how to select sample			X			
6. Generates sample roster				X		
7. Contacts sample		X				
8. Schedules ADP activities for RAPS				X		
9. Determines RAPS format		X				
10. Insures RAPS forms are printed		X				
11. Selects monitors		X				
12. Notifies monitors of their selection		X				
13. Prepares facilities and supplies for monitor training session					X	
14. Trains monitors					X	
15. Reserves facilities for survey						X
16. Inspects reserved facilities					X	
17. Gathers and organizes printed survey forms for monitors					X	
18. Picks up forms from training NCO						X
19. Inspects facilities preceding survey						X
20. Administers survey						X

TABLE 1, continued
MAJOR SURVEY TASKS AND
MAIN TEAM MEMBER RESPONSIBLE

	Installation CO	Team Leader	Tech. Consultant	ADP Representative	Training NCO	Monitors
21. Returns survey materials to trng. NCO						X
22. Brings survey materials to ADP section					X	
23. Processes survey data				X		
24. Brings survey results to technical consultant				X		
25. Analyzes and interprets results			X			
26. Reports results to commander		X				
27. Gives feedback to installation soldiers	X					
28. Takes actions deemed necessary	X					
29. Retains survey results for future use	X					

CHAPTER 4

DETERMINING THE SAMPLE

4-1. The Sample. The total group of soldiers whose attitudes and perceptions one wishes to know is called the "population." For the RAPS, this total group or population is all the soldiers (officer and enlisted) on an installation. The RAPS is not designed for administration to special groups or units within an installation.

It is usually impractical to survey everyone in the population. Therefore a portion of the people in the population is selected. This selected portion is called a "sample." If the sample is selected in an appropriate manner, it can quite accurately reflect the attitudes and perceptions of the population. Up to a point, the larger the sample, the more accurately the population attitudes and perceptions are reflected. However, the larger the sample, the more costly is the survey in terms of manhours, supplies, facilities, and equipment.

4-2. Sample Size. The degree of accuracy (and hence, the size of the sample) desirable depends on why the RAPS is being used. If the RAPS is given as a matter of routine to keep the commander in touch with his personnel, then the estimates of the population attitudes and perceptions need only to be moderately precise. If the RAPS were to be analyzed extensively to find information about an installation where a serious racial situation exists, then a great degree of precision would be necessary to make sure the conclusions drawn would be very accurate. Table 2 indicates the appropriate sample size desirable for four levels of precision in estimating the population attitudes and perceptions from the sample.

TABLE 2

THE NUMBER OF SOLDIERS NEEDED IN THE SAMPLE

Degree of Precision	Blacks	Non-Blacks
Routine	250	160
Moderate	440	280
High	1000	640
Very High	1730	1110

The section on sampling in Appendix E explains how these figures were derived and gives information for a person familiar with surveys so that he can determine the modifications necessary for any given administration of the RAPS. For small installations, it is desirable that as many personnel as possible take the survey. The accuracy of surveys depends not just on the percentage of people sampled but on the actual numbers. The small installation commander must realize that (unless nearly 100% of the installation is sampled) he will have to live with less precise estimates. However, these estimates still should be accurate enough for the commander to get an idea of the attitudes and perceptions of his personnel and to modify his programs as deemed necessary. Fortunately, because of the small size of his installation, the commander is likely to have more personal knowledge about his personnel to use along with the RAPS results.

The figures in the table are based on two groups, blacks and non-blacks. For example, if one wanted to administer the RAPS for routine reasons and minimize the resources tied up, one would draw a sample roster such that 250 blacks and 160 non-blacks would be expected to complete the questionnaire. One could then compare black and non-black responses. More blacks than non-blacks are needed simply because past RAPS surveys have shown blacks to differ more among themselves in their racial attitudes and perceptions thereby making it more difficult to assess their typical attitudes and perceptions.

4-3. Command Support. The number of soldiers (including officers) indicated in the table is the number that must complete questionnaires. The actual number of soldiers on the sample roster should be from 50 to 100% more because typically many on the roster don't make it to the survey administration. The number of additional people needed on the sample roster depends on the command support given to the project. With greater support insuring a greater percentage appearing for the survey, a lesser number of additional people need to be on the roster. In Appendix F, a breakdown is given of reasons why personnel on a sample roster did not show up for an actual survey.

4-4. Selecting the Sample. It is desirable to use the most current and accurate list of personnel at the installation for drawing the sample roster. The use of the most current list along with command support will help a great deal in insuring that the expected respondents show for the survey. Similarly, the administration should occur relatively soon after the sample roster is drawn in order to minimize respondent loss.

The selection of subjects from the installation list must be done by random means. The easiest way for this to be done is by using the last two digits of the social security number. For example, suppose that at an installation there are 12,800 non-black and 4,000 black soldiers (officers and enlisted). The commander wants the survey to have a high degree of precision in estimating the typical attitudes and perceptions. Therefore:

(line 1) Number of non-blacks needed (from Table 2)	640
(line 2) Number added (50% of line 1) for "no shows" at the administration	320
(line 3) Total number needed on sample roster (line 1 + line 2)	960
(line 4) Number on installation	12,800
(line 5) Selection ratio (line 3 + line 4)	960/12,800
	= 3/40
	= 7.5%

By rounding the 7.5% up to 8%, one sees that it is desirable that about 8 of every 100 non-black soldiers be selected for the survey. Since there are one hundred possible combinations of the last two social security number digits (i.e., 00, 01, . . . , 98, 99), one need only randomly select 8 of these combinations to determine the non-blacks for the survey. Everyone whose last two social security digits match the eight selected becomes part of the sample roster. The 8 digits can be selected by using a table of random numbers (done by the consultant) or simply drawing them from a hat containing all the 100 combinations possible. The same processes should be repeated to obtain the black sample roster.

If it is likely that there may be a large number of personnel who don't show for the survey, additional digit combinations may be selected, and the personnel with matching social security digits can be placed on an alternate roster. Personnel on the alternate roster may be used, if needed, to replace those of the same approximate rank, unit, and age on the regular sample roster. However, if the survey has good command support and the sample roster is derived from an accurate and current installation list, no alternate roster will be necessary.

4-5. Contacting the Sample. Once the sample has been selected, the survey subjects must be informed that they are to appear at the scheduled time, date, and place. They should not be told of the specific nature of the survey but just that they will be responding to a survey. If subjects are forewarned of the nature of the survey, certain of them may intentionally avoid it while others may discuss the topic among their friends. In either case, the results of the survey will be biased.

There is no best way to contact the subjects. Whatever way seems best for each installation should be used. One way is to have three copies of the sample roster generated by ADP machine methods. One copy is for the staff in charge of running the survey, one is for the monitors administering the survey, and the other is for the various companies responsible for the subjects. The roster should be arranged in

descending order of command so that all those in one division will be together as will all those in each brigade of the division, each battalion of the brigade, and each company of the battalion. That way, team personnel can deliver the appropriate section of the roster to each division, division can deliver the appropriate section to each brigade, brigade can deliver the appropriate section to each battalion and so on to the company level. Each company can then notify its personnel to report for the survey. This method is particularly useful when there is a very large number of subjects. With smaller numbers, a simple mailed form letter to each subject will do. A reverse procedure is to send the selected social security digits (according to race) to the companies and have them notify the personnel and send the names and full social security numbers of appropriate personnel back up to the RAPS team. Alternately, at small installations or within small units, notification of those to appear for the formation can be posted on the unit bulletin board.

To insure that subjects have received notification, they can be required to initial the company rosters or to return a postcard enclosed with the form letter. The companies and subjects should have a point of contact or office with which they can discuss any important problems or time conflicts that may occur. Alternate scheduling arrangements may need to be available in fairness to the subjects and their work units. Flexible scheduling avoids subject hostility and increases the number showing for the survey. No matter what method is chosen to contact the subjects, the expression of command support for the survey by letter or other means is important to the subjects and for the success of the project.

4-6. Problems with Small Samples. The problem of maintaining anonymity for the respondents frequently occurs in small samples. For example, the Demographics section of the RAPS asks the respondent to indicate his racial-ethnic group and grade. If one is the only black major or above selected for the sample and indicates his racial-ethnic group and grade, he no longer really remains anonymous. The only way to maintain anonymity in this case is to change certain of the Demographics questions. One can convert the grade question possible responses into E1-E5, E6-E9, and officer.

In condensing the responses to the Demographics questions, one may lose information that could be useful in analysis (Never change the RPI or IDB sections.). However, it is more important to insure the respondent remains anonymous than to retain his complete demographic profile. Anonymity is needed so that the sample subjects are free to respond as they truly feel. For large samples, this problem is not likely to be an issue.

Another problem with small samples is not obtaining enough black officers for comparison purposes. While the random sampling method presented in this pamphlet allows one to obtain a sample representative of black soldiers (officer and enlisted) on the installation, it is

likely that the actual number of black officers in the sample will be quite small. Therefore, one may wish to oversample black officers (by selecting additional ending social security number digits for that group) so that in analysis they can be compared with enlisted blacks and non-black officers.

It is desirable for accurate comparisons that at least thirty black officers (as well as at least thirty non-black officers) complete the RAPS. On small installations, this may be more than the total number of black (or non-black) officers assigned. In this case, as many black (or non-black) officers as possible should take the RAPS. The number of officers added to the sample for comparison purposes will be small enough so that they will not seriously distort the representativeness of the total samples for each racial/ethnic group category.

CHAPTER 5

THE RAPS FORMAT

5-1. Purpose. The desirable format of the RAPS is one that can present the survey items in a clear and efficient manner. This chapter is provided to guide the team in designing the appropriate format. In most cases, the format will be simply a duplicate of the formats given in Appendix A and B or Appendix C and D along with the Privacy Act statement (Appendix L).

5-2. Considerations. There are two main sets of options to consider in the RAPS format. The first set is whether or not to modify items in the Demographics section. This will normally not be necessary unless the sample size is so small that the respondents can be identified easily by their responses to the standard Demographic items.

The second set of options concerns whether to have the subjects mark their responses in the survey booklet (see Appendix C and D) or on an accompanying answer sheet (see Appendix A and B). If there is optical scanning ADP equipment available to score answer sheets, the use of answer sheets is highly desirable due to the increased accuracy and savings in manhours. If no optical scanning equipment is available, either method is acceptable.

The use of an answer sheet allows the survey booklets to be used more than once thus saving printing costs. However, one then has to design or acquire an answer sheet to fit the survey. The format where the subjects respond in the booklet is generally easier for the subjects to use. The ADP representative on the RAPS team can determine which method is best considering the ADP unit's capabilities. The technical consultant can determine if any Demographics items need to be modified.

5-3. Cautions. The team leader should take care to insure the booklets and answer sheets (if used) are available on schedule. Additionally, he must proofread the booklets to insure the item wording coincides exactly with the RAPS in Appendix B. Because of the sensitive nature of the RAPS, it is also important that he maintain control over the printed booklets so that none falls into the hands of inappropriate personnel before the survey is completed.

5-4. Survey Information Statement. This statement (Appendix L) should be at the start of the survey booklet. The statement can be modified to be installation specific if desired.

CHAPTER 6

SURVEY MONITORS

6-1. Purpose. The survey monitors are the personnel who actually administer the RAPS to the sample subjects. This chapter is provided as a guide to those who select and train these monitors.

6-2. Monitor Duties. For each session in which the RAPS is administered, monitors pick up the RAPS materials, open and inspect the room where the survey is to be given, check off names of subjects as they enter, seat the subjects, introduce the survey (see Appendix G) along with giving directions for it (see Appendix H), pass out the survey materials, answer questions (see Appendix J), collect the survey material when the subjects have finished, and turn in the RAPS material along with a brief description of the session. Monitors are also responsible for reserving the rooms where the RAPS is administered to insure the rooms have adequate heat, space, lighting, and sound levels. The rooms must also have chairs, writing surfaces, ashtrays, and a public address system if very large.

6-3. Selection. The team leader is responsible for selecting the necessary number of monitors with the appropriate characteristics. The larger the number of subjects at a given session, the more monitors are needed. The Table 3 can be used as a guide.

TABLE 3
THE NUMBER OF MONITORS NEEDED
AT A SESSION

No. of Subjects	No. of Monitors
1 - 50	2
51 - 150	3
151 - 250	4
251 or more	5

It is important that there be both black and non-black monitors in about equal numbers so that the survey is not seen as either a black or

a white project, which might possibly bias the results. The monitors should be approximately of the same rank, usually NCO's. If more than two at a session are needed, the additional monitors can be of lower rank. Personnel routinely involved with surveys on the installation are useful as monitors. On medium and large-sized installations where sample subjects from the same unit take the survey at the same session, the monitors should be selected from their unit (e.g., NCO in charge of unit race relations training).

6-4. Training. To administer the RAPS efficiently without biasing the results, the monitors need some special, but minimal, training. This training should cover all of what they will be doing from picking up the RAPS materials, to administering the RAPS, to turning the materials back in. If the monitors are unfamiliar with surveys or the RAPS, they should receive more thorough training than if they are familiar. However, those who may feel they already know how to administer a survey also need training because of the special RAPS procedures.

A sample training agenda and examples of questions (with appropriate responses) that might be asked by the subjects are given in Appendix I and J. These guides can be modified to suit any given administration of the survey. For example, one commander may choose to use ADP answer sheets for subject responses while another may want the subjects to mark their responses right in the survey booklet. Either way is adequate, but training instructions must be modified accordingly. Generally the training NCO with the help of the consultant should do the training.

CHAPTER 7

SURVEY ADMINISTRATION

7-1. Preparatory Steps. The monitors should have the necessary survey materials in their possession well before their first session. When arriving at the room (well in advance of the session) they should inspect it again for adequate heat and lighting and for the presence of writing surfaces, ashtrays, and a public address system (if to be used). One monitor can check the subjects' names on the sample roster as the subjects enter while the other monitor seats them.

7-2. Administration. The monitors should have copies of the standard introduction, the survey directions, the steps to follow, and the sample questions and answers with them at each session. However, monitors should put these in their own words where they feel more comfortable doing so (but without changing any of the meanings). When all subjects have arrived, the monitors should follow the steps below. The survey takes a maximum of 50 minutes with many subjects finishing in half that time.

1. Give the standard introduction for monitors.
2. Pass out pencils, then answer sheets (if used), then the survey booklet.
3. Read directions for the RAPS aloud, instructing the subjects to follow along in their booklets.
4. Ask for and answer any questions at this time.
5. Have personnel begin to work at their own speed, offering to be available for any questions they may have with the survey.
6. Answer any questions that arise (in a low voice).
7. Collect questionnaires, answer sheets, and pencils as each individual finishes, thanking each for his cooperation.

7-3. Post-Administration. When the materials have all been collected, the monitors should briefly describe the session on a blank sheet of paper. The description should include the number of completed questionnaires, the precise time and place of the survey, the names of the monitors, and remarks on the nature of the session (e.g., if any unusual event occurred). The number of completed questionnaires on the sheet is useful to make sure none is lost and for totalling the number of questionnaires completed for the whole project. The time and place are useful to separate questionnaires for use in case a relevant event (e.g., a racial incident) occurs in the middle of the survey period. One could compare the pre- and post-incident survey results. The moni-

tors' names are needed in case they need to be contacted. The remarks section is needed in case anything happened at a given session that might have biased the responses in that session. All materials should then be returned at the appropriate time and place.

CHAPTER 8

DATA PROCESSING

8-1. Introduction. The ADP representative should schedule the necessary ADP personnel, equipment, and supplies in anticipation of generating the sample rosters and receiving the completed survey forms from the training NCO. This chapter is a guide to aid him in processing the data on the forms. More specific directions are not included because of the great diversity in ADP system capabilities across installations in the Army. However, a Fortran language computer program is included as Appendix M for those ADP units where it can be of use.

It is presumed that the survey data will be punched into data cards for processing although this chapter contains sufficient information for entering the data on magnetic tape from an optical scanner. In this chapter are contained coding instructions, editing points, directions for constructing and scoring scales, and a list of the basic computations that need to be performed on the data.

8-2. Coding. The data consists of responses to a set of 111 statements (numbered 1-111) and 7 demographic questions (numbered 112-118). The first 69 statements compose what is called the Racial Perceptions Inventory (RPI). Response categories for statements 1 through 69 are the same: (A) Disagree Strongly; (B) Disagree; (C) Neither Agree Nor Disagree; (D) Agree; (E) Agree Strongly.

Codes to be used for these response categories on computer data cards are:

<u>Answer Sheet</u> <u>Code</u>	<u>Response</u>	<u>Computer</u> <u>Card Code</u>
(A)	Disagree Strongly	1
(B)	Disagree	2
(C)	Neither Agree nor Disagree	3
(D)	Agree	4
(E)	Agree Strongly	5

Statements numbered 70-111 compose the Incidence of Discriminatory Behavior (IDB) section. Response categories for statements 70 through 111 are the same: (A) Never; (B) Seldom; (C) Sometimes; (D) Often; (E) Very Often.

Codes to be used for these response categories on computer data cards are:

<u>Answer Sheet Code</u>	<u>Response</u>	<u>Computer Card Code</u>
(A)	Never	1
(B)	Seldom	2
(C)	Sometimes	3
(D)	Often	4
(E)	Very Often	5

Questions numbered 112-118 on the survey obtain demographic information.

Codes for computer cards for each of these questions to be used are:

<u>Questions</u>	<u>Response</u>	<u>Answer Sheet Code</u>	<u>Computer Card Code</u>
112. Race	Aleut	A	01
	American Indian	B	02
	Black	C	03
	Chinese	D	04
	Cuban	E	05
	Filipino	F	06
	Guamanian	G	07
	Hawaiian	H	08
	Japanese	I	09
	Korean	J	10
	Mexican-American	K	11
	Puerto Rican	L	12
	Samoan	M	13
	White	N	14
	Other	O	15
113. Age	19 years or less	A	1
	20 - 23 years	B	2
	24 - 29 years	C	3
	30 years or over	D	4
114. Sex	Male	A	1
	Female	B	2

115. Rank

E-1	A	01
E-2	B	02
E-3	C	03
E-4	D	04
E-5	E	05
E-6	F	06
E-7	G	07
E-8	H	08
E-9	I	09
WO-1	J	10
WO-2	K	11
WO-3	L	12
WO-4	M	13
O-1	N	14
O-2	O	15
O-3	P	16
O-4	Q	17
O-5	R	18
O-6	S	19
O-7	T	20

116. Highest
Grade Completed
in School

Less than High School Grad.	A	1
High School Graduate or G.E.D.	B	2
Some College	C	3
College Degree	D	4
Graduate Work or Degree	E	5

<u>Questions</u>	<u>Response</u>	<u>Answer Sheet Code</u>	<u>Computer Card Code</u>
117. Length of Active Duty	Less than 1 year	A	1
	1 - 3 years	B	2
	4 - 9 years	C	3
	10-15 years	D	4
	16 or more years	E	5
118. Frequency of Personal Con- tact w/People of o/Races During Off-Duty Hours	Daily	A	1
	Weekly	B	2
	Monthly	C	3
	Never	D	4

8-3. Editing. Routines should be developed that edit the data cards on several characteristics. First, check for non-numeric characters. All non-numeric characters are replaced by blanks. Cards are then checked for duplicated lines and missing lines. Duplicated lines (two cards with the same card number) are corrected by rejecting the first, accepting the second, since this error most often occurs when keypunchers correct an error on a new card, then fail to remove the original card with the error. If any case is missing cards, the entire case is rejected. Also, cases are rejected if the designator of race is missing, or more than ten percent of the statements in either section of the RAPS are unanswered; i.e., more than seven (7) RPI statements or five (5) IDB statements are unanswered. If less statements are unanswered, use the mean value to substitute for missing values on the RPI and IDB. Calculate the mean value for each statement for blacks and whites separately to determine the value to use to substitute for missing responses. Round off each mean value to the nearest integer.

8-4. Scales. The Racial Perceptions Inventory is made up of 4 scales:

1. Perceived Discrimination Against Blacks (PDB)
2. Attitude Towards Racial Interaction (ATI)
3. Feelings of Reverse Racism (FRR)
4. Racial Climate (RC)

Each scale is composed of a selection of statements from among statements numbered 1-69. The following are the statements on each scale:

1. PDB Scale --- Statements number 3, 5, 6, 7, 10, 14, 16, 23, 24, 25, 32, 33, 34, 35, 38, 39, 42, 44, 45, 47, 50, 52, 55, 56.

2. ATI Scale --- Statements number 4, 13, 17, 19, 20, 28, 30, 31, 36, 37, 46, 53, 58, 61, 63.
3. FRR Scale --- Statements number 2, 9, 15, 18, 22, 26, 40, 41, 54, 57, 60, 62, 64, 67, 68, 69.
4. RC Scale --- Statements number 1, 8, 11, 12, 21, 27, 29, 43, 48, 49, 51, 59.

An additional group of 6 statements makes up a section of personal experiences (PE). These statements are worded from a perspective that does not define racial discrimination exclusively from a black or white perspective. Rather, they are constructed to gain insights into how racial groups other than black or white perceive their treatment.

5. PE Section --- Statements number 11, 30, 31, 48, 65, 66.

8-5. Scoring the Scales. To score the RPI scales, it is necessary first to reverse values on designated statements. This is done in order that all statements in a scale are consistent in meaning and direction. Reversal should be done to the following statements:

PDB Scale --- Statement number 39.

ATI Scale --- Statements number 17, 30, 46, 61.

RC Scale --- Statements number 8, 51.

The formula for reversing is:

$$6.0 - \text{Value} = \text{Reversal Value}$$

For example, if a subject responds to statement 39 with a "B" - "Disagree" answer, it would be coded with the numerical value 2. The reversal value would be $6 - 2 = 4$. In computing the PDB scale score, the reversal value, 4, would be substituted for the original value, 2. The reversal procedure is only used when calculating scale scores.

To obtain the scale scores for each individual, simply sum his response values for all the statements in each scale (including those statements with reversed values). The PE section is not a true scale. The response values for the PE Section should not be summed. However, the responses to the PE items should be presented together as a group for analysis purposes.

8-6. Content Areas. Statements numbered 70-111 compose the Incidence of Discriminatory Behavior section. This section may be divided up into the following content areas:

1. Racial Harassment (RH)
2. System Treatment (ST)
3. Supervisory Treatment (SUP)
4. Self-Segregation (SS)

Each content area is composed of a selection of statements from among statements numbered 70-111. The following is a list of statements in each content area:

1. Racial Harassment --- Statements number 104, 108, 102, 110, 91, 99, 72, 78, 71 97, 111, 82, 89.
2. System Treatment --- Statements number 109, 93, 106, 107, 73, 75, 79, 81, 85.
3. Supervisory Treatment --- Statements number 95, 84, 105, 83, 77, 101, 86, 76, 103, 96, 80, 100, 94, 74, 88, 90.
4. Self-Segregation --- Statements number 70, 92, 87, 98.

Like the PE section, the content areas are not true scales. The item responses within each content area in the order given above should be presented together.

8-7. Data Runs. First, responses to the race question (item 112) should be presented by both frequency and percentage of responses. If the percentage of responses for either "Aleut" or "American Indian" (coded as 01 and 02) is more than twice the estimated percentage of Aleuts or Indians on the installation, all those cases from either or both of the particular categories (if they are over-responded to) should be eliminated from regular processing. Past surveys have shown that a number of subjects may inaccurately indicate that they are Aleuts or Indians, perhaps because the two groups are the first two response categories.

The RAPS data should be divided into three parts based on responses to item 112. Those soldiers who categorized themselves as black (code 03) are the first part. Those soldiers who categorized themselves as white (code 14) are the second part. Those soldiers who categorized themselves as neither black nor white (all other codes) are the third part or "other" groups. The following computations and data runs should be done separately for each racial/ethnic group - first for the blacks, then for the whites, and finally for the "other" groups.

1. Present the response distribution (frequency and percentage of answers), the arithmetic mean, and the standard deviation for each of the remaining items, 1-111 and 113-118.
2. Reverse values on the designated statements. Then present the four scale (PDB, ATI, FRR, RC) scores by means of the following computations:

- a. For each individual in the group, sum the response values to all the statements (including those statements with reversed values) in the scale being scored. This will produce individual scale scores.
- b. Sum the individual scale scores for all those in the group and then compute the arithmetic mean and standard deviation of the scale scores (of the scale being scored) for the group.
- c. Standardize the scale mean. This is easily done by hand if no computer programs are available. Standardization is done by dividing the scale mean for the group by the maximum possible score and multiplying the result by 100. The maximum possible scale scores (i.e., the maximum response, "5", times the number of questions) are as follows:

PDB -- 120
 ATI -- 75
 FRR -- 80
 RC -- 60

The RC scale is a special case. Before standardization, the mean scale score for the group must be reversed so that a higher score will indicate less favorable perceptions as in the other three scales. This reversal is done by subtracting the group mean scale score from 72. The result is then divided by the maximum and multiplied by 100.

Example 1: Assume a group mean scale score of 80 for the PDB scale. To standardize, divide the mean of 80 by the maximum of 120 and multiply by 100:

$80/120 \times 100 = 66.7$, the standardized score

Example 2: Assume a group mean scale score of 52 for the RC scale. First to reverse the score, subtract 52 from 72:

$72 - 52 = 20$, the reversed mean score

To standardize, divide the reversed mean score of 20 by the maximum of 60 and multiply by 100:

$$20/60 \times 100 = 33.3, \text{ the standardized score}$$

The standardization procedure allows one to compare all scale scores on a standardized scale going from 20 to 100 with 60 as a midpoint.

3. Present the response distribution, arithmetic mean, and standard deviation per item for the sets of items composing the PE section of the RPI and the four content areas of the IDB. While this presentation is a duplicate of information generated in run 1 above, it is particularly useful in interpretation if the items in a set are located together and presented in the appropriate order for the set.
4. Recode the pay grade (item 115) categories into the following groups:

E1 - E4
E5 - E6
E7 - E9
W01 - W04
01 - 03
04 - 07

Repeat runs 2 and 3 for each new pay grade group within each of the three racial groups (black, white, others). For example, start with blacks who indicate their pay grade is in the E1 - E4 category. Complete runs 2 and 3. Then repeat the process using blacks in the E5 - E6 category, and continue in a similar manner for the other race-pay grade groups. Be careful not to reverse the statements designated to be reversed more than once.

CHAPTER 9

ANALYSIS AND INTERPRETATION

9-1. Analysis. Analysis is the process of taking a long, hard look at the data. It is accomplished by making a series of systematic passes through the data, each time with a different focus. The following is a suggested list of passes to accomplish the primary data analysis.

1. Look at the responses to items 1 through 111 for each racial/ethnic group to get a feel of how the responses are distributed. Look for those items where the number of subjects responding is less than the number in the racial/ethnic group. These items may have been difficult for the respondents to answer or on a particularly sensitive issue.
2. Look at items 112 through 118. These items describe the sample. Determine whether the response proportions per item approximate the proportions in the installation population. If they are about the same, the sample can be considered to adequately represent the soldiers on the installation. If the proportions are different, one must be cautious in attributing the attitudes and perceptions of the sample to the population. The item responses should also be used to understand the types of personnel in the sample, i.e., whether they are mostly from the higher ranks with a substantial amount of time in service or primarily from the lower ranks with little time in service. Be aware that the black group in the sample may be mostly enlisted while the white group may contain a large number of officers.
3. For each group, go through items 1 through 111. Find the ten items with the most consensus (i.e., the smallest standard deviations), the least consensus (i.e., the largest standard deviations), the smallest arithmetic means, and the largest arithmetic means. Determine what is common about these items.
4. For each group, look at the group PDB scale score. The scale reads like a thermometer, the higher the score, the "hotter" is the degree of perceived discrimination. Higher scores indicate more perceived discrimination, and lower scores indicate less perceived discrimination. The scale score represents the average response for the statements in the scale as shown below. Also look at the three items within the scale with the largest means, the largest standard deviations, the smallest means, and the smallest standard deviations. These items indicate where

groups perceive the most and least discrimination and where there is the most and least consensus about it. Remember some of the items have been reversed in computing the scale score (see Sections 8-5 and 8-7 of this manual).

<u>Scale Score</u>	<u>Average Response for Statements in the Scale</u>
100	5- Strongly Agree
80	4- Agree
60	3- Neither Agree nor Disagree
40	2- Disagree
20	1- Strongly Disagree

5. For each group, repeat 4. above for the ATI scale.
6. For each group, repeat 4. above for the FRR scale.
7. For each group, repeat 4. above for the RC scale.
8. For each group, look at the PE section and find the two items with the largest means, the largest standard deviations, the smallest means, and the smallest standard deviations. Look at these items and all the items in the section to find to what degree groups have felt discriminated against because of their race.
9. For each group, look at the RH section of the IDB. This section is the most important of the IDB sections because negative responses (i.e., those indicating the discriminatory behaviors have occurred "often" or "very often") are strong indicators of racial tension. The items within the RH section are rank ordered in the potential racial tension of the behavior reflected by the statement, with the behavior in the first statements having the greatest tension potential. In this section, look not only at the means and standard deviations but especially at the percentage of "often" and "very often" responses.
10. For each group, repeat 9. above for the ST section of the IDB.
11. For each group, repeat 9. above for the SUP section of the IDB.

12. For each group, repeat 9. above for the SS section of the IDB.
13. For each group, repeat passes 3 through 12 for each race-paygrade category (i.e., black E1-E4s, black E5-E6s, etc.).
14. Form an overall impression of the attitudes and perceptions of each group taking into consideration the demographic characteristics (such as education and amount of off-duty interracial contact).
15. Look at the differences between the racial groups. Compare the mean scores for the items and scales to determine where the means are close together or far apart. Looking at the standard deviations, determine the degree of consensus on these items and scales. Consider the nature of the item or scale being dealt with. For example, if whites report very often hearing racist jokes about blacks while blacks report seldom hearing them, the immediate impact of that behavior would not be as great as when blacks report hearing racist jokes about blacks "very often." If both blacks and whites perceive a lot of discrimination against blacks (i.e., both have high PDB scale scores), it is a significantly different situation than when only blacks perceive the discrimination although the real amount of discrimination may be the same in each case.
16. Look at items and scales that relate to areas of special interest (e.g., that relate to new programs or specific actions taken).
17. Compare the results of this administration of the survey with those of past administrations. Determine the direction of changes and the lack of changes where they might be anticipated.
18. Request additional data runs from the ADP representative if the runs seem necessary to the analysis.

9-2. Secondary Analysis. There is a great deal of information contained in the RAPS that can be useful to the installation commander. Much of it must wait to be analyzed until after the primary analysis is completed and the survey report is given to the commander. At the commander's request or on the basis of the usefulness of the information, the technical consultant may find it desirable to do a later analysis of parts of the data. For example, it might be useful to

determine the amount of off-duty inter-racial contact for each racial category (or educational category, or rank category, etc.) and the racial perceptions of those in each racial category - amount of contact category group. The results of secondary analysis can often give keen additional insights into the racial situation.

9-3. Interpretation. The interpretation phase of the survey is basically the process of drawing out the implications of the analyzed data. There are no easy methods for doing this. It is a subtle process. The interpretation varies from one administration of the survey to the next and from one installation to another. The technical consultant should use his full knowledge of the installation situation and the knowledge of the rest of the RAPS team as well as other insightful installation personnel in interpreting the survey results.

Since the goal of the commander's programs is the elimination of racial disharmony and discrimination over all, the results can be interpreted in terms of their implications for reaching that goal. One can indicate from the survey what might be preventing attainment of the goal as well as what in general one might need to do about it. In some cases, the commander might need to influence the attitudes or perceptions of one or more groups. This might be done by giving more visibility to the commander's programs or by educating one or more of the groups about the actual promotion rates by race, number of article 15's by race, or etc. In other cases, the commander may need to alter existing conditions such as in off-post housing, supervisory treatment, or the prevalent occurrence of racial harassment.

As an interpretation example, assume that the white group's mean score on the PDB scale was rather low and on the FRR scale was rather high. The interpretation of these and the other scales is as follows:

The scores read like a thermometer. The higher the average score, the "hotter" is the situation to which the scale relates.

For the PDB Scale, higher scores indicate more perceived discrimination, and lower scores mean less perceived discrimination against blacks.

On the ATI Scale, higher scores indicate attitudes less favorable to racial interaction, and lower scores indicate attitudes more favorable toward racial interaction.

A higher FRR Scale score indicates that whites feel threatened or fearful of blacks and perceive favorable treatment of blacks. Lower scores indicate the opposite.

For the RC Scale (which has been reversed), higher scores indicate perceptions of a low quality of race relations in the Army and a low level of commitment of the Army to racial harmony. Lower scores indicate perceptions of a high quality of race relations in the Army and

high level of commitment of the Army to racial harmony.

In the example, one can interpret the two scale scores together as indicating that whites don't feel that blacks are really discriminated against but rather feel blacks are actually being given an unfair advantage (i.e., favorable treatment as a group). One can look at the items within the scale to form a more detailed interpretation. This combination of scale scores would imply that a number of whites are likely to feel resentful of blacks. This possible resentment is likely to result in disharmonious behavior. If this interpretation is correct, then certain of the RH items in the IDB should substantiate this (e.g., a large number of whites reporting they hear racist jokes about blacks or hear people calling blacks by derogatory names). To reduce the potential for disharmonious behavior in this situation, the commander should first determine whether the perceptions of whites are accurate, and if they are not, he should make efforts to educate the whites that there is actual equal treatment. If the white group's perceptions are somewhat accurate, the commander should take steps to alter the installation conditions so that there is equal treatment for all.

As another example, assume that the black group had a high mean PDB scale score and a high mean RC scale score. One can interpret these two mean scores to indicate that not only do the blacks feel discriminated against, but they feel that the Army isn't doing anything about it, i.e., not living up to the professed goal of equal treatment. In this example also, a look at the actual scale items would help in making a more detailed interpretation. The installation commander should again act on the potentially troublesome situation by first assessing the accuracy of the perceptions and then either trying to change their perceptions (if they are inaccurate) or change the existing conditions to insure equal treatment (if discrimination exists). It would also be desirable for the commander to find out why the black soldiers in the example haven't been informed about or understood the nature of the Army's and the installation commander's commitment to harmonious race relations and equal treatment.

There are no Army-wide normative scores to which to compare scores from any particular RAPS administration. However, by repeating the RAPS at an installation, one can compare current scores with past scores. Score changes can be interpreted by whether they are in the desired direction. Also black and non-black responses should become more similar, indicating a common frame of reference and greater communication. In assessing changes over time, the interpreter should take into consideration the turnover in installation personnel, the comparability of samples for each administration, and any Army or civilian sector racial occurrences.

In Appendix K, the collection of responses to RAPS items are presented for the numerous soldiers who took the survey while it was being developed. These responses are presented so that those giving the survey for the first time will have some idea of what the responses may

look like. It is important to note that Appendix K is presented only as a sample. The responses there are not to be used as standard norms. They were obtained at prior times at selected installations with samples whose characteristics differ from those at any given installation. Norms for the RAPS must be developed for each individual installation.

Remember in interpretation that the responses come directly from the installation soldiers at whom the commander's programs are aimed. It is the soldiers' responses that are to be interpreted, not the responses of staff members or visiting experts. The responses to every item are important no matter how much one man disagrees with them. It is best if responses to these items are interpreted by viewing them for the item alone, in contrast to items within the same scale or content area, and in contrast to other items that can be in some way related.

9-4. The RAPS Report. The report to the commander can be in any form. The commander may specify a particular format or leave it up to the team leader to decide on one. The following is a suggested list of topics for inclusion in the report:

1. Time and place of survey administration
2. Members of the RAPS team
3. Adequacy of the administration
4. Characteristics of the sample and its representativeness
5. RPI Scale scores with interpretation
6. RPI individual item responses by scale with interpretation
7. IDB item responses by content area with interpretation
8. Overall interpretation
9. Suggested actions

CHAPTER 10

USING THE RAPS RESULTS

10-1. Understanding the Results. The commander should carefully read the report he receives from the team leader. Once he is thoroughly familiar with its contents, he should call a meeting with the RAPS team and other installation personnel who are knowledgeable about the racial situation. At the meeting they should discuss the survey results and the present programs in order to understand the results and their implications for the programs. Specifically, those present at the meeting should discuss where things seem to be going well (and why), where progress has been made, where things seem to be going not so well (and why), where the real locus of the related problem (or problems) is, and what priorities for action should be established. For example, in one case, greater publicity for established programs and the commander's commitment may be all that is needed. In another case, the basic problems may be with the behavior of supervisors. In still another case, no new actions may need to be taken.

10-2. Actions. Actions should be taken where they are feasible and can actually be effective. The commander must determine the level of resources available and the best way to distribute them according to the priorities established.

It is important to determine which actions in the past have been effective, and which not, so that the effectiveness of future actions can be estimated. When a program, organization (such as a board or committee), or specific action proves ineffective, it not only wastes resources but diminishes the credibility of the Army's commitment to equal treatment and racial harmony. It is possible that the most useful actions may simply be the slow processes of continuous education and exemplary conduct by leaders. Appropriate actions will vary by installation and at different times for each installation.

10-3. Further Study. The commander may find it desirable to ask the technical consultant to look at the RAPS results further. There may be items of special interest or relevant to programs that could be investigated in more depth than is possible for the initial RAPS report. The commander should confer with the technical consultant to determine if further analysis would be useful.

The commander should retain the RAPS report and a copy of the printout so that they can be used to compare with future surveys. By monitoring the success of programs and actions taken, the commander (or his delegate) can assess the quality of the RAPS interpretation and the uses made of it. The experiences of a number of administrations and actions will enable the commander and others involved to continually upgrade their assessments of the racial situation and their programs to improve it.

10-4. Feedback. The commander should furnish some sort of feedback to those involved in administering the RAPS and to all the installation personnel. Feedback reduces hostility to the survey and gives subjects a feeling of communication with the commander. Further, it helps the soldiers develop a sense of participation and commitment to improve the racial conditions on the installation. In particular, the soldiers (both officer and enlisted) should be informed of the good and what they can do to improve the bad. Everyone has a stake in the racial situation.

APPENDIX

- A. Sample RAPS Instructions (when using an answer sheet)
- B. The RAPS (requiring an answer sheet)
- C. Sample RAPS Instructions (when answering in Survey Booklet)
- D. First Page of the RAPS (when answering in Survey Booklet)
- E. The Basis for Determining Sample Size
- F. Reasons for Subject Absence from an Actual RAPS Survey
- G. Sample Introduction for RAPS Monitors
- H. Sample RAPS Survey Instructions (for monitors)
- I. Sample Monitor Training Agenda
- J. Sample Monitor Question and Answer Sheet
- K. Sample RAPS Responses
- L. Survey Information Statement
- M. Fortran Computer Program

A. Sample RAPS Instructions (when using an answer sheet)

GENERAL INSTRUCTIONS FOR COMPLETING THIS QUESTIONNAIRE

1. Do not put your name or service number anywhere on the answer sheet or the questionnaire.
2. Answer all the questions. Read each question and all of its responses carefully before selecting your answer.
3. Choose only one answer to each question.
4. Mark your answer on the answer sheet only. Do not write on the questionnaire booklet.
5. Use only a #2 pencil when filling out the answer sheet. Do not use ink.
6. On the answer sheet, mark the box that has the same letter as the response you selected from the questionnaire.
7. The answer sheet is numbered from top to bottom. Check your answers once in a while to be sure that you are marking in the right place.
8. Fill in the box with a heavy mark; do not go outside the lines of the box. Look at the example below:



RIGHT



WRONG



WRONG

9. If you make a mistake, erase the mark completely before entering a new one.
10. Do not tear or fold the answer sheet.

B. The RAPS (requiring an answer sheet)

On your answer sheet, mark your answer to each of these questions, as follows:

- A DISAGREE STRONGLY
- B DISAGREE
- C NEITHER AGREE NOR DISAGREE
- D AGREE
- E AGREE STRONGLY

1. Race relations in the Army have been getting better during the past year.
2. With the same education and skills, Black soldiers get better treatment than Whites.
3. White soldiers and supervisors assume the worst about Blacks in any doubtful situation.
4. Blacks were better off before this integration business got started.
5. White supervisors pay little or no attention to Blacks' complaints about discrimination in the civilian community.
6. Harsher punishments (Articles 15, courts-martial, etc.) are given out to Black offenders than to White offenders for the same types of offenses.
7. Whites who supervise Black supervisors doubt their competence.
8. There is more racial discrimination on this military installation than there is in civilian life.
9. If things continue the way they are going, Blacks will get more than their fair share.
10. Blacks get more extra work details than Whites.
11. I understand the feelings of people of other races better since I joined the Army.
12. The Army is firmly committed to the principle of equal opportunity.
13. After duty hours, soldiers should stick together in groups made up of their race only (Blacks only with Blacks, and Whites only with Whites).
14. The Military Police in the Army treat Blacks worse than they treat Whites.
15. Blacks are trying to get ahead too fast.
16. Whites act as though stereotypes about Blacks were true (for example, all Blacks are lazy).
17. The Army needs race relations programs.
18. Blacks get extra advantages on this installation.
19. It might be a good idea to have all-Black and all-White units in the Army.
20. Trying to bring about racial integration is more trouble than it's worth.
21. If the race problem can be solved anywhere, it can be solved in the Army.
22. There is racial discrimination against Whites on this installation.
23. Whites have a better chance than Blacks to get the best training opportunities.
24. Whites assume that Blacks commit any crime that occurs, such as thefts in barracks.
25. Whites do not show proper respect for Blacks with higher rank.
26. Blacks in the Army are not interested in how Whites see things.

On your answer sheet, mark your answer to each of these questions, as follows:

- A DISAGREE STRONGLY
- B DISAGREE
- C NEITHER AGREE NOR DISAGREE
- D AGREE
- E AGREE STRONGLY

- | | |
|---|---|
| 27. Race relations in the Army are good. | 41. Black power is a dangerous thing. |
| 28. Blacks and Whites would be better off if they lived and worked only with people of their own races. | 42. White supervisors assume that Blacks have hidden motives when they ask for something. |
| 29. The Army is doing all it can to improve race relations. | 43. The Army is trying to improve treatment of Black service men and women in the civilian community. |
| 30. In the Army, I would prefer to live in quarters that are mixed racially. | 44. There is racial discrimination against Blacks on this installation. |
| 31. If my unit had a supervisor of a race different from mine, I would dislike it. | 45. Whites give Blacks good reason to distrust Whites. |
| 32. White supervisors expect Blacks to do poorly on any jobs other than menial ones. | 46. It would be a good thing for Blacks and Whites to hang around together after duty hours. |
| 33. Equal opportunity and treatment regulations are seldom enforced. | 47. A Black in the Army must do more than the average White to make the grade. |
| 34. Whites are not willing to accept criticism from Blacks. | 48. I like people of other races more since I joined the Army. |
| 35. Whites get away with breaking rules that Blacks are punished for. | 49. The Army's equal opportunity programs have been helpful to Blacks in the Army. |
| 36. In my opinion, Blacks and Whites should work in separate groups (all Blacks in one group, all Whites in another group). | 50. White soldiers and supervisors act as though Blacks have to "earn the right" to be treated equally. |
| 37. Blacks and Whites should mix together "only" while they're on duty. | 51. There is serious racial tension in the Army. |
| 38. Our supervisor picks people to do certain details on the basis of their race. | 52. Whites accuse Blacks of causing trouble and starting fights. |
| 39. On this installation, Blacks who work hard can advance as fast as Whites who work just as hard. | 53. Calling attention to racial problems only makes things worse. |
| 40. Some Blacks get promoted just because they are Black. | 54. Blacks frequently cry "prejudice" rather than accept blame for personal faults. |
| | 55. In my unit, Blacks get worse jobs and details than Whites. |

On your answer sheet, mark your answer to each of these questions, as follows:

- A DISAGREE STRONGLY
- B DISAGREE
- C NEITHER AGREE NOR DISAGREE
- D AGREE
- E AGREE STRONGLY

- 56. Most commanders apply the military justice system fairly to Whites but not to Blacks.
- 57. The reason Blacks stick together is to keep out Whites.
- 58. A Black who attends an all-Black school is better off as long as it is just as good as a White school.
- 59. The Army provides a good career opportunity for Blacks.
- 60. Blacks get away with breaking rules that Whites are punished for.
- 61. There should be more close friendships between Blacks and Whites in the Army.
- 62. Blacks assault Whites just because they're White.
- 63. Blacks should stay with their own group.
- 64. Blacks are not willing to accept criticism from Whites.
- 65. On this installation, I have personally felt discriminated against because of my race.
- 66. At stores, bars, theaters and restaurants in the civilian community, I have been treated disrespectfully because of my race.
- 67. Blacks don't take advantage of the educational opportunities that are available to them.
- 68. Blacks give Whites good reason to distrust Blacks.
- 69. Many Blacks have begun to act as if they are superior to Whites.

HOW OFTEN DOES THIS ACTION OCCUR ON THIS INSTALLATION?

On your answer sheet, mark your answer to each of these questions, as follows:

- A = NEVER
- B = SELDOM
- C = SOMETIMES
- D = OFTEN
- E = VERY OFTEN

- 70. Whites on my job stick together.
- 71. I hear Whites on this installation making insulting remarks about the hairstyles, music or food preferences of Blacks.
- 72. I see Blacks on this installation asking that they be treated *better* than Whites.
- 73. I see Whites who work in offices like finance, disbursement, or transportation providing Whites with *better* service than they provide Blacks.
- 74. I see White supervisors looking *more* closely at the work of Blacks than at the work of Whites.
- 75. I see Whites assigned to less desirable living quarters than Blacks of the same grade.
- 76. I see White supervisors giving Blacks *less* credit for good performance than they give to Whites.
- 77. I see White supervisors pass Blacks over for training opportunities for which they are qualified.
- 78. I hear Whites telling racist jokes about Blacks.
- 79. I see Blacks who work in offices like finance, disbursement, or transportation providing Blacks with *better* service than they provide Whites.
- 80. I see Black supervisors pass Whites over for training opportunities for which they are qualified.
- 81. I see Whites receiving discriminatory treatment at military facilities (such as the exchange, commissary, or service club).
- 82. I hear Blacks on this installation making insulting remarks about hairstyles, music or food preferences of Whites.
- 83. I see White supervisors making it easier for Whites to go through the chain of command to present a complaint than they do for Blacks.
- 84. I see White supervisors applying the Uniform Code of Military Justice (UCMJ) and Military Regulations differently to Blacks than to Whites.

HOW OFTEN DOES THIS ACTION OCCUR ON THIS INSTALLATION?

On your answer sheet, mark your answer to each of these questions, as follows:

- A = NEVER
- B = SELDOM
- C = SOMETIMES
- D = OFTEN
- E = VERY OFTEN

- 85. I see Whites wearing ID bracelets, while Blacks are not allowed to wear "slave" bracelets (symbolic Black unity wristbands).
- 86. I see White supervisors paying *more* attention to the requests or suggestions of Whites than they do to those of Blacks.
- 87. During off-duty hours, I see Blacks spending time with just Blacks.
- 88. I see White supervisors judging the work of Blacks in a different way than they do for Whites.
- 89. I hear Whites at this installation refer to Blacks as "those people," or "your people."
- 90. I see Black supervisors looking *more* closely at the work of Whites than at the work of Blacks.
- 91. I hear Whites on this installation using expressions such as "work like a nigger," "free, white and 21," etc.
- 92. Blacks on my job stick together.
- 93. I see Whites getting away with breaking rules that Blacks are punished for.
- 94. I see Black supervisors paying *less* attention to the requests and suggestions of Whites than they do to those of Blacks.
- 95. I see White supervisors assigning Blacks to *worse* work details than they do Whites.
- 96. I see Black supervisors making it *more* difficult for Whites to go through the chain of command to present a complaint than they do for Blacks.
- 97. I hear Blacks on this installation refer to Whites in such terms as "honky," "rabbit," or "beast."
- 98. During off-duty hours, I see Whites spending time with just Whites.

HOW OFTEN DOES THIS ACTION OCCUR ON THIS INSTALLATION?

On your answer sheet, mark your answer
to each of these questions, as follows:

- A = NEVER
- B = SELDOM
- C = SOMETIMES
- D = OFTEN
- E = VERY OFTEN

- 99. I see Whites on this installation asking that they be treated *better* than Blacks.
- 100. I see Black supervisors judging the work of Whites in a different way than they do for Blacks.
- 101. I see Black supervisors assigning Whites to *worse* work details than they do Blacks.
- 102. I see Blacks on this installation harassing or excluding Whites from facilities open to all.
- 103. I see Black supervisors on this installation giving Whites *less* credit for good performance than they give Blacks.
- 104. I hear Whites on this installation refer to Blacks as "nigger," "coon," etc.
- 105. I see Black supervisors on this installation applying the Uniform Code of Military Justice (UCMJ) and Military Regulations differently to Whites than to Blacks.
- 106. I see Blacks assigned to *less* desirable living quarters than Whites of the same grade.
- 107. I see Blacks getting away with breaking rules that Whites are punished for.
- 108. I see Whites at this installation harassing or excluding Blacks from facilities open to all.
- 109. I see Blacks receiving discriminatory treatment at military facilities (such as the exchange, commissary, or service club).
- 110. I hear Whites on this installation refer to Blacks as "boy."
- 111. I hear Blacks telling racist jokes about Whites.

Please tell us the following things about yourself:

112. Which racial or ethnic group do most closely identify with?
- A. Aleut
 - B. American Indian
 - C. Black
 - D. Chinese
 - E. Cuban
 - F. Filipino
 - G. Guamanian
 - H. Hawaiian
 - I. Japanese
 - J. Korean
 - K. Mexican-American
 - L. Puerto Rican
 - M. Samoan
 - N. White
 - O. Other
113. How old are you?
- A. Nineteen years or less
 - B. Twenty to 23 years
 - C. Twenty-four to 29 years
 - D. Thirty years or over
114. Sex:
- A. Male
 - B. Female
115. Pay Grade:
- | | | |
|--------|---------|--------|
| A. E-1 | J. WO-1 | N. O-1 |
| B. E-2 | K. WO-2 | O. O-2 |
| C. E-3 | L. WO-3 | P. O-3 |
| D. E-4 | M. WO-4 | Q. O-4 |
| E. E-5 | | R. O-5 |
| F. E-6 | | S. O-6 |
| G. E-7 | | T. O-7 |
| H. E-8 | | |
| I. E-9 | | |
116. Highest grade completed in school
- A. Less than high school graduate
 - B. High school graduate or G. E. D.
 - C. Some college
 - D. College degree
 - E. Graduate school work or degree
117. How long have you been on active duty?
- A. Less than one year
 - B. One to three years
 - C. Four to nine years
 - D. Ten to fifteen years
 - E. 16 or more years
118. During your off-duty hours now, how often do you have close personal contact with people of other races?
- A. Daily
 - B. Weekly
 - C. Monthly
 - D. Never

C. Sample RAPS Instructions (when answering in Survey Booklet)

Instructions

Please read each of the following statements carefully. To the right of the statement, check the box which indicates how you feel about what you read. See the example below. If you disagree that the medical services provided by the military here are very good, then you would check the box under "*Disagree*."

Your response would look like this:

	Agree Strongly	Agree	Neither Agree Nor Disagree	Disagree	Disagree Strongly
1. Medical services provided by this installation are very good.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Make sure that you answer *each* question. If a question is difficult for you to answer, mark the best possible answer. Do not give more than one answer per question.

Pay no attention to the small numbers beside the boxes in each question. They are there just to help with the analysis of the data.

When you have answered *all* the questions, please review your questionnaire to make sure that you have not left any questions unanswered.

If you have any questions at all, now or as you go along, raise your hand. Please turn the page and begin.

D. First Page of the RAPS (when answering in Survey Booklet)

	Agree Strongly 5	Agree 4	Neither Agree Nor Disagree 3	Disagree 2	Disagree Strongly 1	
1. Race relations in the Army have been getting better during the past year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(1/6)
2. With the same education and skills, Black soldiers get better treatment than Whites.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(7)
3. White soldiers and supervisors assume the worst about Blacks in any doubtful situation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(8)
4. Blacks were better off before this integration business got started.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(9)
5. White supervisors pay little or no attention to Blacks' complaints about discrimination in the civilian community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(10)
6. Harsher punishments (Articles 15, courts-martial, etc.) are given out to Black offenders than to White offenders for the same types of offenses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(11)
7. Whites who supervise Black supervisors doubt their competence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(12)
8. There is more racial discrimination on this military installation than there is in civilian life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(13)
9. If things continue the way they are going, Blacks will get more than their fair share.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(14)
10. Blacks get more extra work details than Whites.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(15)
11. I understand the feelings of people of other races better since I joined the Army.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(16)
12. The Army is firmly committed to the principle of equal opportunity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(17)

E. The Basis for Determining Sample Size

The size of the sample is determined by deciding on the degree of precision necessary in the estimation of the population mean. By means of constructing a confidence interval around the sample mean at a stated probability level, one can fix the interval in which the true population mean lies at the given probability level. The simplified statistical formula involved is the following:

$$\bar{X} \pm t(S \div \sqrt{N})$$

This is the formula for determining the confidence interval about the sample mean within which the true population mean is expected to be contained at the specified degree of probability. The \bar{X} is the sample mean; the t is a value from the t distribution based on the level of probability chosen to express the level of precision required in the results; the $(S \div \sqrt{N})$ is the standard error of the mean with S being the standard deviation of scores and N the number of cases in the sample.

The largest standard deviation in the RAPS scores is in the PDB scale with a typical S of 12.9 for non-blacks and 16.1 for blacks. These S figures can be substituted in the formula depending on whether one wants to determine the size of the non-black or black sample.

The confidence interval $[\pm t (S \div \sqrt{N})]$ is the range in which the true population mean is contained. It is reasonable to expect the population mean to be within ± 1 or ± 2 scale points on either side of the sample mean. The smaller the range of scale points chosen (e.g., ± 1 vs. ± 2), the more precisely will the population mean be estimated.

The t value based on the Student t distribution sets the degree of probability that the population mean is contained within the specified interval. The t values for a large size sample at the .95 level of probability is 1.96, for the .99 level is 2.58, for the .999 level is 3.29. The .95 level of probability means that 95 times out of 100 the population mean is contained within the confidence interval, the .99 level means 99 times out of 100, and the .999 level means 999 times out of 1000. For the RAPS, the .95 and .99 levels are more than adequate.

By choosing the degree of precision desired (i.e., the t values and interval values), one can simply fill in the formula to determine the desired sample size. For example, suppose one chooses the ± 1 confidence interval and is satisfied with the .95 probability level. Then by substitution:

$$t (S/\sqrt{N}) = \text{confidence interval}$$

$$\text{non-blacks} \quad 1.96 (12.9/\sqrt{N}) = 1$$

$$1.96 (12.9) = 1\sqrt{N}$$

$$25.28 = \sqrt{N}$$

$$640 = N \text{ (approximately)}$$

$$\text{blacks} \quad 1.96 (16.1/\sqrt{N}) = 1$$

$$1.96 (16.1) = 1\sqrt{N}$$

$$31.56 = \sqrt{N}$$

$$1000 = N \text{ (approximately)}$$

Thus with S given, one merely specifies the degree of precision to derive the sample size desired. The routine level of precision would provide a .95 probability for the ± 2 confidence interval. The moderate precision level would provide a .99 probability for the ± 2 interval.

The very high level provides a .95 probability for a ± 1 interval. This precision level is represented in the example given above. The very high level of precision would provide the .99 probability for the ± 1 interval.

The approximate PDB scale S values by race and rank are given below in case one wishes to sample based on these groupings:

PDB SCALE S VALUES

Rank	Blacks	Non-Blacks
E1 - 4	15.6	11.9
E5 - 6	16.3	12.7
E7 - 9	15.5	13.1
W01 - W04	17.3	17.9
01 - 03	15.5	12.2
04 and above	9.4	10.9

If one is not overly concerned with the PDB scale but would rather focus on another set of items, the approximate S values by race are given below by scale or content area:

S VALUES

Scale	Blacks	Non-Blacks
PDB	16.1	12.9
ATI	10.3	9.9
FRR	7.9	10.5
RC	7.7	6.9
PE	3.2	3.0
RH	8.7	8.6
ST	6.4	5.8
SUP	10.8	11.4
SS	3.1	2.7

F. Reasons for Subject Absence from an Actual RAPS Survey

(figures approximate)

<u>Roster Type</u>	<u>Frequency</u>	
Primary	2580	
Alternate	<u>630</u>	
Total Number of Soldiers on Rosters	3210	

<u>Reason for Soldier Absence</u>	<u>Sub-Frequency</u>	<u>Frequency</u>	<u>%</u>
1. Permanent Departure:			
PCS	283		
ETS	<u>115</u>	398	12.4
2. Temporarily Unavailable:			
AWOL	48		
TDY	163		
On Special Duty	27		
On leave	85		
On Proficiency Field Training	89		
In Confinement	4		
In Hospital	<u>1</u>	417	13.0
3. Never Assigned to Post		220	6.8
4. Slippage:			
Sample No Shows	453		
Administrative Errors	<u>172</u>	625	19.5
5. Unusable Alternates (Wrong Race or Rank)		48	1.5
6. Number of Soldiers Taking Survey		<u>1502</u>	<u>46.8</u>
Total		3210	100.0

Note: This was a particularly problematic administration. The sample was not drawn locally or in a timely manner.

G. Sample Introduction for RAPS Monitors

Good (morning/afternoon). My name is _____ and with me is _____. We will be acting as the monitors for the administration of this survey.

The post commander is very interested in getting a better understanding of the racial climate here in order to develop more effective programs. Therefore, this (morning/afternoon) we are asking you to cooperate in filling out a questionnaire which deals with your daily experiences in terms of racial aspects. This questionnaire has been given to generals and privates, combat personnel and desk clerks, Ph.D.s and high school dropouts. It's been used at many installations throughout the Army and has been useful by providing accurate information about what's going on at the installations. All of you here today have been selected randomly to represent this installation.

Some of the questions may seem repetitive, but each is important. You will be able to answer them quickly. The questions are particularly concerned with relations between black and white personnel. This is because people of these groups make up the largest percentage of the Army population. We are, however, interested in how all of you, whatever your racial or ethnic background, see the racial climate on this installation. There are a number of questions that relate to people of all races and ethnic groups.

Please do not put your name or social security number on your answer sheets. We want to insure that you will remain anonymous and that your answers will be strictly confidential. Because of this you can feel free to tell it as you really see it. Don't worry about what

others might want you to say. This is not a test. There are no right or wrong answers. We just want to know how you feel, what you are seeing, and what you think. The grouped results for all of you taking the survey here at _____ will be used to understand the racial climate and to develop better programs.

H. Sample RAPS Survey Instructions (for Monitors)

After presenting your introduction:

1. Pass out the survey materials starting with the pencils, then answer sheets, then booklets.
2. Continue as follows:

"Does everyone have a questionnaire booklet, answer sheet, and pencil? Turn to the first page in the booklet and find the Survey Information Statement. This statement explains the purpose of the survey, that participation is voluntary, and the use for the information obtained. Read the statement now."
3. After the subjects have read the statement, ask them to turn to the directions on the next page. Ask the subjects to read through the directions as you read through them out loud.
4. After going through the directions, tell the subjects that they can begin and that if they have any questions they should raise their hand and someone will come to their seat to help them.

I. Sample Monitor Training Agenda

I. First Period

A. Introduction to the survey and the training session

1. The Survey - sponsor, purpose, ARI involvement, survey background, survey parts, sample.
2. The Training Session - purpose, schedule.

B. Sample Administration to monitors

1. Introduction
2. Directions
3. Completing the survey questionnaire
4. Collection

II. Second Period

A. Duties of the monitors

1. General - attitude towards survey and subjects, outside contact concerning the survey, dress, non-participation by subjects, reserving facilities.
2. Sample Rosters - who will maintain them, marking them, people not on them, relation to master roster, turning them in.
3. Introduction and directions - memorization of introduction, reading directions, modification of directions.
4. Passing out materials - types of materials, order of passing them out, control over the materials.
5. Collection of materials - order of collection, control of materials.
6. Turning in materials - materials to turn in, time and place to turn in.

B. Questions

1. Question answering - tell subjects to use their "best guess, closest feeling," sample questions.
2. Session impressions - statement of general impression of session, impression form.

(continued)

III. Third Period

A. Introduction practice (in small groups)

1. Practice introduction - each group member gives introduction.
2. Criticism and further practice - members criticize each others' presentation, members give further practice introductions.

B. Question practice (in small groups)

1. Survey questions - members ask each other questions from survey and practice answering.
2. Criticism of answers.

IV. Fourth Period

A. Logistics

1. Assignment to sessions - scheduling of individual monitors for the various sessions.
2. Designation of head monitors for each session.
3. Scheduling actual pickup and return of materials.

B. Closure

1. Raising any questions that remain.
2. Closing remarks by trainers.

J. Sample Monitor Question and Answer Sheet

Use this question and answer sheet as a guide to answering questions about the survey. Tell subjects that they are welcome to pursue any question further with the project staff.

1. Who's sponsoring this research?

This research is being conducted at the request of the installation commander.

2. Who developed this questionnaire?

A civilian contractor, Human Sciences Research, Inc. developed the questionnaire a couple of years ago. Since then, the questionnaire has been field tested several times at various Army installations. It was put in final form by the U.S. Army Research Institute for the Behavioral and Social Sciences (ARI).

3. Who is going to see the results of the survey?

The local post commander will receive the results of the survey. He will determine the procedure for making the results available to interested personnel.

4. Can I keep the questionnaire booklet?

No, I'm sorry. We're short of booklets now, and these booklets have to be used over again.

5. What can you do if I lie about my answers?

There is nothing we can do if you don't answer the questions honestly, especially since you remain anonymous. However, it is very important that we have your opinions since you represent about 15 other soldiers on the post. You have been randomly selected so that your opinions also stand for theirs. Further, as a member of the Army, it is in your best interest to provide accurate information so that the programs developed will reflect your opinions and beliefs too.

6. How come I have to do this survey?

You have been randomly selected by a computer to participate. You represent about 15 others on the post so that it is important that you let us know what you feel and think.

7. Do I have to participate?

Well, we can't make you respond to the survey in an open and honest manner. However, it is in your best interest to let

the Army know how you think and feel so that when the programs are developed your influence will be felt. Further, your opinions stand for about 15 other soldiers on the post so that if you don't answer honestly, their voice is lost too.

8. Why are there so many surveys around here?

Well, _____ is an important post. The opinions of the men here are important. In order to make it a more effective organization and a better outfit to work with, there is a need for more information about the feelings and problems of the soldiers and units here.

9. What is ARI?

The Army Research Institute is a research organization of the Army which is concerned with the behavioral and social factors in the Army. It is staffed with military and civilian scientists who work to provide accurate and up to date information so that better programs and policies can be developed.

10. When will the results come in?

The information on the attitudes and opinions of the soldiers at this post will be available to the post commander probably around a month from now. He should be contacted if you are interested in seeing them.

11. I don't like the response alternatives, can I write in what I feel on the answer sheet?

No, just try to pick the response which comes closest to what you think, i.e., your best guess. If you would like to comment further, we encourage you to contact the project staff.

12. How can I as a Black Lt. Colonel expect to remain anonymous?

Well, (you will notice in your survey booklet that) all officers O-4 and above are placed in one category so that there will be a number of officers in your category. With no name or identification number on the answer sheet, one cannot separate out these officers from their group as a whole.

13. What is this survey really being used for?

The survey is a standardized questionnaire that has been used at several posts. Its purpose is to provide accurate, up-to-date information on attitudes and perceptions about race that are held by soldiers. The information will be used to develop

more effective programs here and help the installation to be a more satisfying organization to be associated with and to be more effective in its missions.

14. What will I get from the study?

The study will provide information to be used in the development of better programs and policies from which you as a soldier will benefit both directly and indirectly.

15. Can I see the results of the survey?

The post commander will receive the results in a few weeks. He should be contacted for the exact procedure for looking at the results.

16. Who decided on the questions?

The survey questionnaire was designed and tested by a civilian contract agency. The questionnaire booklet you're using today has been developed and tested at several Army installations and conforms closely to scientific specifications for survey materials.

17. Is there any way my answers can hurt me?

No, you remain anonymous and your answers remain confidential. Results will be presented in grouped form so that the responses of a given person will not be known. The answers can help you through the better programs and policies that will be developed from your information.

18. Are the results really going to be used to do something?

Yes, the results will provide accurate, up-to-date information on the attitudes and opinions of military personnel so that programs and policies can be revised and made better to serve you and the installation.

K. Sample RAPS Responses
(Racial Perceptions Inventory)

SCALE: PERCEIVED DISCRIMINATION AGAINST BLACKS (PDB)

Statement Number	Whites					Blacks				
	Disagree and Strongly Disagree	Neither	Agree and Strongly Agree	Average		Disagree and Strongly Disagree	Neither	Agree and Strongly Agree	Average	
	(1 & 2)	(3)	(4 & 5)			(1 & 2)	(3)	(4 & 5)		
	%	%	%			%	%	%		
3. White soldiers and supervisors assume the worst about Blacks in any doubtful situation.	51.3	29.3	19.4	2.6		12.0	34.9	53.1	3.7	
5. White supervisors pay little or no attention to Blacks' complaints about discrimination in the civilian community.	62.1	25.3	12.6	2.4		15.9	38.4	45.7	3.5	
6. Harsher punishments (Articles 15, courts-martial, etc.) are given out to Black offenders than to White offenders for the same types of offenses.	75.9	19.2	4.9	2.1		23.7	42.1	34.2	3.2	
7. Whites who supervise Black supervisors doubt their competence.	74.3	18.1	7.6	2.2		2.2	34.1	63.7	3.7	
10. Blacks get more extra work details than Whites.	81.4	15.9	2.7	2.9		26.3	36.9	36.8	3.2	
14. The Military Police in the Army treat Blacks worse than they treat Whites	66.0	32.4	1.6	2.2		13.7	45.6	40.7	3.4	
16. Whites act as though stereotypes about Blacks were true (for example, all Blacks are lazy).	31.3	43.4	25.3	2.9		5.3	44.7	50.0	3.6	
23. Whites have a better chance than Blacks to get the best training opportunities.	65.9	25.3	8.8	2.3		26.3	34.2	39.5	3.2	
24. Whites assume that Blacks commit any crime that occurs, such as thefts in barracks.	74.7	15.9	9.4	2.2		10.5	52.6	36.9	3.3	
25. Whites do not show proper respect for Blacks with higher rank.	80.8	11.5	7.7	2.1		13.5	45.9	40.6	3.4	
32. White supervisors expect Blacks to do poorly on any jobs other than menial ones.	75.8	15.4	8.8	2.2		7.9	15.8	76.3	3.9	

Statement Number	Whites				Blacks			
	Disagree and Strongly Disagree	Neither	Agree and Strongly Agree	Average	Disagree and Strongly Disagree	Neither	Agree and Strongly Agree	Average
	(1 & 2)	(3)	(4 & 5)		(1 & 2)	(3)	(4 & 5)	
	%	%	%		%	%	%	
33. Equal opportunity and treatment regulations are seldom enforced.	61.4	25.9	12.7	2.4	21.0	50.0	29.0	3.1
34. Whites are not willing to accept criticism from Blacks.	57.3	18.7	22.0	2.6	13.2	36.8	50.0	3.3
35. Whites get away with breaking rules that Blacks are punished for.	80.4	13.2	6.4	2.0	21.6	45.9	32.3	3.1
38. Our supervisor picks people to do certain details on the basis of their race.	86.3	12.6	1.1	1.8	35.1	29.7	35.2	3.0
39. On this installation, Blacks who work hard can advance as fast as Whites who work just as hard.	4.4	13.2	82.4	4.0	57.9	34.2	7.9	2.4
42. White supervisors assume that Blacks have hidden motives when they ask for something.	56.1	35.7	8.2	2.5	5.4	24.3	70.3	3.8
44. There is racial discrimination against Blacks on this installation.	43.9	37.4	18.7	2.7	21.0	36.8	42.2	3.3
45. Whites give Blacks good reason to distrust Whites.	96.5	2.4	1.1	1.2	34.9	29.9	35.2	3.0
47. A Black in the Army must do more than the average White to make the grade.	80.8	12.6	6.6	2.1	27.0	32.4	40.6	3.2
50. White soldiers and supervisors act as though Blacks have to "earn the right" to be treated equally.	65.9	24.7	9.4	2.3	13.1	23.7	63.2	3.7
52. Whites accuse Blacks of causing trouble and starting fights.	29.1	39.0	31.9	3.0	10.5	39.5	50.0	3.4
55. In my unit, Blacks get worse jobs and details than Whites.	79.1	18.7	2.2	2.1	29.0	28.9	42.1	3.1
56. Most commanders apply the military justice system fairly to Whites but not to Blacks.	72.5	23.6	3.9	2.1	13.2	42.1	44.7	3.3

SCALE: ATTITUDE TOWARD RACIAL INTERACTION (ATI)

Statement Number	Whites				Blacks			
	Disagree and Strongly Disagree	Neither	Agree and Strongly Agree	Average	Disagree and Strongly Agree	Neither	Agree and Strongly Agree	Average
	(1 & 2) %	(3) %	(4 & 5) %		(1 & 2) %	(3) %	(4 & 5) %	
4. Blacks were better off before this integration business got started.	65.5	26.7	7.8	2.3	78.3	18.9	2.8	2.0
13. After duty hours, soldiers should stick together in groups made up of their race only (Blacks only with Blacks, and Whites only with Whites).	82.4	14.8	2.8	1.8	79.0	18.4	2.6	1.8
17. The Army needs race relations programs.	22.0	23.6	54.4	3.4	7.9	15.8	76.3	3.9
19. It might be a good idea to have all-Black and all-White units in the Army.	83.5	9.3	7.2	1.9	64.8	21.6	13.6	2.2
20. Trying to bring about racial integration is more trouble than it's worth.	68.7	19.8	11.5	2.3	76.3	11.5	12.2	2.1
28. Blacks and Whites would be better off if they lived and worked only with people of their own races.	85.2	11.0	3.8	1.9	63.1	26.3	10.6	2.2
30. In the Army, I would prefer to live in quarters that are mixed racially.	18.8	34.3	46.9	3.3	5.4	24.3	70.3	3.8
31. If my unit had a supervisor of a race different from mine, I would dislike it.	82.4	14.3	3.3	2.0	71.1	28.9	0.0	2.1
36. In my opinion, Blacks and Whites should work in separate groups (all Blacks in one group, all Whites in another group).	90.1	6.6	3.3	1.8	78.9	15.8	5.3	1.9
37. Blacks and Whites should mix together "only" while they're on duty.	85.7	11.0	3.3	2.0	78.9	18.4	2.7	1.9
46. It would be a good thing for Blacks and Whites to hang around together after duty hours.	9.3	42.9	47.8	3.5	5.2	39.5	55.3	3.6
53. Calling attention to racial problems only makes things worse.	55.0	22.5	22.5	2.6	62.1	29.7	8.2	2.3
58. A Black who attends an all-Black school is better off as long as it is just as good as a White school.	46.9	42.0	11.1	2.6	55.2	34.2	10.6	2.4
61. There should be more close friendships between Blacks and Whites in the Army.	2.2	34.1	63.7	3.7	12.0	34.9	53.1	3.7
63. Blacks should stay with their own group	71.8	24.3	3.9	2.2	62.1	35.1	2.8	2.2

RACIAL PERCEPTIONS INVENTORY

SCALE: FEELINGS OF REVERSE RACISM (FRR)

Statement Number	Whites					Blacks				
	Disagree and Strongly Disagree	Neither	Agree and Strongly Agree	Average		Disagree and Strongly Disagree	Neither	Agree and Strongly Agree	Average	
	(1 & 2) %	(3) %	(4 & 5) %			(1 & 2) %	(3) %	(4 & 5) %		
2. With the same education and skills, Black soldiers get better treatment than Whites.	36.2	40.1	23.5	2.9		71.0	23.7	5.3	2.1	
9. If things continue the way they are going, Blacks will get more than their fair share.	26.9	36.3	36.8	3.1		55.3	26.3	18.4	2.4	
15. Blacks are trying to get ahead too fast.	37.4	42.3	20.3	2.8		73.6	23.7	2.7	1.9	
18. Blacks get extra advantages on this installation.	50.6	36.3	13.1	2.6		76.3	23.7	0.0	2.0	
22. There is racial discrimination against Whites on this installation.	43.9	31.9	24.2	2.8		23.7	47.4	28.9	2.9	
26. Blacks in the Army are not interested in how Whites see things.	33.0	38.5	28.5	3.0		42.1	47.4	10.5	2.6	
40. Some Blacks get promoted just because they are Black.	46.2	25.3	28.5	2.7		57.9	23.7	18.4	2.4	
41. Black power is a dangerous thing.	27.7	45.9	26.4	3.1		63.2	26.3	10.5	2.2	
54. Blacks frequently cry "prejudice" rather than accept blame for personal faults.	9.8	28.6	61.6	3.6		35.1	29.7	35.2	3.0	
57. The reason Blacks stick together is to keep out Whites.	35.7	41.8	22.5	2.9		57.9	34.2	7.9	2.4	
60. Blacks get away with breaking rules that Whites are punished for.	52.5	32.0	15.5	2.6		76.3	18.4	5.3	2.0	
62. Blacks assault Whites just because the they're White.	29.6	38.5	31.9	3.1		52.7	34.2	13.1	2.5	
64. Blacks are not willing to accept criticism from Whites.	31.6	35.6	32.8	3.0		29.0	39.5	31.5	3.0	
67. Blacks don't take advantage of the educational opportunities that are available to them.	36.8	37.9	25.3	2.9		29.0	28.9	42.1	3.1	
68. Blacks give Whites good reason to distrust Blacks.	45.6	40.1	14.3	2.6		55.3	36.8	7.9	2.4	
69. Many Blacks have begun to act as if they are superior to Whites.	23.0	31.3	45.7	3.3		39.5	39.5	21.0	2.8	

RACIAL PERCEPTIONS INVENTORY

SCALE: RACIAL CLIMATE (RC)

Statement Number	Whites					Blacks				
	Disagree and Strongly Disagree	Neither	Agree and Strongly Agree	Average		Disagree and Strongly Disagree	Neither	Agree and Strongly Agree	Average	
	(1 & 2)	(3)	(4 & 5)			(1 & 2)	(3)	(4 & 5)		
	%	%	%			%	%	%		
1. Race relations in the Army have been getting better during the past year.	19.7	35.2	45.1	3.2		7.9	36.8	55.3	3.6	
8. There is more racial discrimination on this military installation than there is in civilian life.	65.9	19.8	14.3	2.3		37.8	35.2	27.0	2.9	
11. I understand the feelings of people of other races better since I joined the Army.	25.3	20.3	54.4	3.4		7.9	15.8	76.3	3.9	
12. The Army is firmly committed to the principle of equal opportunity.	33.0	38.5	28.5	3.0		35.2	29.6	35.2	3.0	
21. If the race problem can be solved anywhere, it can be solved in the Army.	36.2	40.1	23.7	2.9		39.5	47.4	13.1	2.7	
27. Race relations in the Army are good.	17.0	46.7	36.3	3.2		26.3	44.7	29.0	2.9	
29. The Army is doing all it can to improve race relations.	33.0	38.5	28.5	3.0		35.2	29.6	35.2	3.0	
43. The Army is trying to improve treatment of Black service men and women in the civilian community.	35.7	41.8	22.5	2.9		39.5	39.5	21.0	2.8	
48. I like people of other races more since I joined the Army.	22.3	37.2	40.5	3.2		15.8	39.5	44.7	3.4	
49. The Army's equal opportunity programs have been helpful to Blacks in the Army.	36.8	37.9	25.3	2.9		42.1	47.4	10.5	2.6	
51. There is serious racial tension in the Army.	46.3	31.9	21.8	2.8		26.4	36.8	36.8	3.2	
59. The Army provides a good career opportunity for Blacks.	31.6	35.6	32.8	3.0		29.0	39.5	31.5	3.0	

PERSONAL EXPERIENCES

Statement Number	Whites				Blacks				Others			
	Disagree and Strongly Disagree	Neither	Agree and Strongly Agree	Average	Disagree and Strongly Disagree	Neither	Agree and Strongly Agree	Average	Disagree and Strongly Disagree	Neither	Agree and Strongly Agree	Average
	(1 & 2)	(3)	(4 & 5)		(1 & 2)	(3)	(4 & 5)		(1 & 2)	(3)	(4 & 5)	
	%	%	%		%	%	%		%	%	%	
11. I understand the feelings of people of other races better since I joined the Army.	25.3	20.3	54.4	3.4	7.9	15.8	76.3	3.9	9.3	42.9	47.8	3.5
30. In the Army, I would prefer to live in quarters that are mixed racially.	18.8	34.3	46.9	3.3	5.4	24.3	70.3	3.8	22.0	23.6	54.4	3.4
31. If my unit had a supervisor of a race different from mine, I would dislike it.	82.4	14.3	3.3	2.0	71.1	28.9	0.0	2.1	85.7	11.0	3.3	2.0
48. I like people of other races more since I joined the Army.	22.3	37.2	40.5	3.2	15.8	39.5	44.7	3.4	18.8	34.3	46.9	3.3
65. On this installation, I have personally felt discriminated against because of my race.	68.1	22.5	9.4	2.3	21.0	36.8	42.2	3.3	56.1	35.7	8.2	2.5
66. At stores, bars, theaters and restaurants in the civilian community, I have been treated disrespectfully because of my race.	80.7	16.5	2.8	2.0	13.1	23.7	63.2	3.7	65.8	24.7	9.5	2.3

INCIDENCE OF DISCRIMINATORY BEHAVIORS (IDB)

CONTENT AREA: RACIAL HARASSMENT

Statement Number		How often does this action occur on this installation?											
		Whites						Blacks					
		Never	Seldom	Sometimes	Often	Very Often	Average	Never	Seldom	Sometimes	Often	Very Often	Average
		(1) %	(2) %	(3) %	(4) %	(5) %		(1) %	(2) %	(3) %	(4) %	(5) %	
104	I hear Whites on this installation refer to Blacks as "nigger," "coon," etc.	9.6	28.2	42.9	9.6	9.6	2.8	26.5	41.2	23.5	8.8	0.0	2.1
108	I see Whites at this installation harassing or excluding Blacks from facilities open to all.	57.4	31.3	9.7	1.7	0.0	1.6	35.3	35.3	17.6	5.9	5.9	2.1
102	I see Blacks on this installation harassing or excluding Whites from facilities open to all.	48.0	26.6	20.3	3.4	1.7	1.8	50.0	32.4	14.7	2.9	0.0	1.7
110	I hear Whites on this installation refer to Blacks as "boy."	22.6	40.1	26.6	7.3	3.4	2.3	20.6	35.3	32.4	5.9	5.9	2.4
91	I hear Whites on this installation using expressions such as "work like a nigger," "free, white and 21," etc.	23.2	31.5	31.5	7.2	6.6	2.4	48.6	31.4	20.0	0.0	0.0	1.7
99	I see Whites on this installation asking that they be treated <i>better</i> than Blacks.	43.3	30.3	24.2	2.2	0.0	1.9	41.2	26.5	26.5	5.9	0.0	2.0
72	I see Blacks on this installation asking that they be treated <i>better</i> than Whites.	23.6	32.0	36.0	6.7	1.7	2.3	48.6	22.8	22.8	2.9	2.9	1.9
78	I hear Whites telling racist jokes about Blacks.	7.2	30.6	47.8	10.6	3.9	2.7	17.1	37.1	34.3	11.4	0.0	2.4
71	I hear Whites on this installation making insulting remarks about the hairstyles, music or food preferences of Blacks.	6.5	30.6	42.7	14.6	5.6	2.8	22.2	25.0	27.8	16.7	8.3	2.6
97	I hear Blacks on this installation refer to Whites in such terms as "honky," "rabbit," or "beast."	17.1	27.6	38.1	12.7	4.4	2.6	14.3	22.9	40.0	11.4	11.4	2.8
111	I hear Blacks telling racist jokes about Whites.	24.2	39.3	30.9	5.1	0.6	2.2	14.7	38.2	41.2	0.0	5.9	2.4
82	I hear Blacks on this installation making insulting remarks about hairstyles, music or food preferences of Whites.	26.5	37.6	31.0	2.8	2.2	2.1	20.0	40.0	22.9	14.3	2.9	2.4
89	I hear Whites at this installation refer to Blacks as "those people," or "your people."	26.0	33.7	27.1	9.2	3.9	2.3	17.6	20.6	32.4	23.5	5.9	2.8

INCIDENCE OF DISCRIMINATORY BEHAVIORS (IDB)

CONTENT AREA: SYSTEM TREATMENT

Statement Number	How often does this action occur on this installation?											
	Whites						Blacks					
	Never	Seldom	Sometimes	Often	Very Often	Average	Never	Seldom	Sometimes	Often	Very Often	Average
	(1) %	(2) %	(3) %	(4) %	(5) %		(1) %	(2) %	(3) %	(4) %	(5) %	
109 . I see Blacks receiving discriminatory treatment at military facilities (such as the exchange, commissary, or service club).	61.1	26.9	9.1	2.9	0.0	1.5	46.9	21.9	25.0	3.1	3.1	1.9
93 . I see Whites getting away with breaking rules that Blacks are punished for.	50.0	32.2	16.7	1.1	0.0	1.7	25.7	14.3	25.7	25.7	8.6	2.8
106 . I see Blacks assigned to <i>less</i> desirable living quarters than Whites of the same grade.	64.9	23.6	10.3	1.1	0.0	1.5	42.4	30.3	21.2	6.1	0.0	1.9
107 . I see Blacks getting away with breaking rules that Whites are punished for.	40.3	30.9	23.7	4.6	0.6	1.9	61.8	14.7	14.7	8.8	0.0	1.7
73 . I see Whites who work in offices like finance, disbursement, or transportation providing Whites with <i>better</i> service than they provide Blacks.	37.2	38.9	22.2	1.1	0.6	1.9	31.4	28.6	25.7	11.4	2.9	2.3
75 . I see Whites assigned to less desirable living quarters than Blacks of the same grade.	64.4	23.9	10.6	1.1	0.0	1.4	60.0	25.7	14.3	0.0	0.0	1.5
79 . I see Blacks who work in offices like finance, disbursement, or transportation providing Blacks with <i>better</i> service than they provide Whites.	37.4	30.2	29.1	2.8	0.6	2.0	42.9	22.9	25.7	5.7	2.9	2.0
81 . I see Whites receiving discriminatory treatment at military facilities (such as the exchange, commissary or service club).	54.4	26.1	16.1	2.8	0.6	1.7	64.7	11.8	17.6	2.9	2.9	1.7
85 . I see Whites wearing ID bracelets, while Blacks are not allowed to wear "slave" bracelets (symbolic Black unity wristbands).	51.1	30.6	13.9	3.3	1.1	1.7	34.3	14.3	8.6	20.0	22.8	2.8

INCIDENCE OF DISCRIMINATORY BEHAVIORS (IDB)

CONTENT AREA: SUPERVISORY TREATMENT

Statement Number	How often does this action occur on this installation?										
	Whites						Blacks				
	Never	Seldom	Sometimes	Often	Very Often	Average	Never	Seldom	Sometimes	Often	Very Often
	(1) %	(2) %	(3) %	(4) %	(5) %		(1) %	(2) %	(3) %	(4) %	(5) %
95	I see White supervisors assigning Blacks to worse work details than they do Whites.						54.9	34.3	10.9	0.0	0.0
						1.6	28.6	25.7	31.4	14.3	0.0
84	I see White supervisors applying the Uniform Code of Military Justice (UCMJ) and Military Regulations differently to Blacks than to Whites.						54.4	27.8	14.4	2.8	0.6
						1.6	37.1	20.0	17.1	14.3	11.4
105	I see Black supervisors on this installation applying the Uniform Code of Military Justice (UCMJ) and Military Regulations differently to Whites than to Blacks.						56.3	30.7	12.5	0.6	0.0
						1.6	50.0	26.5	14.7	8.8	0.0
83	I see White supervisors making it easier for Whites to go through the chain of command to present a complaint than they do for Blacks.						53.9	31.1	13.3	0.6	1.1
						1.6	28.6	17.1	31.4	17.1	5.7
77	I see White supervisors pass Blacks over for training opportunities for which they are qualified.						49.2	35.8	12.3	1.7	1.1
						1.7	22.9	22.9	31.4	22.9	0.0
101	I see Black supervisors assigning Whites to worse work details than they do Blacks.						52.0	33.7	13.1	1.1	0.0
						1.6	52.9	29.4	17.6	0.0	0.0
86	I see White supervisors paying <i>more</i> attention to the requests or suggestions of Whites than they do to those of Blacks.						46.4	34.6	16.2	2.2	0.6
						1.8	14.3	25.7	28.6	28.6	2.9
76	I see White supervisors giving Blacks <i>less</i> credit for good performance than they give to Whites.						42.8	35.6	19.4	1.7	0.6
						1.8	22.9	25.7	25.7	20.0	5.7
103	I see Black supervisors on this installation giving Whites <i>less</i> credit for good performance than they give Blacks.						53.4	28.7	16.1	1.1	0.6
						1.7	50.0	37.5	9.4	3.1	0.0
96	I see Black supervisors making it <i>more</i> difficult for Whites to go through the chain of command to present a complaint than they do for Blacks.						54.7	34.1	11.2	0.0	0.0
						1.6	50.0	29.4	14.7	2.9	2.9

CONTENT AREA: SUPERVISORY TREATMENT (Continued)

Statement Number	How often does this action occur on this installation?										
	Whites						Blacks				
	Never	Seldom	Sometimes	Often	Very Often	Average	Never	Seldom	Sometimes	Often	Very Often
	(1) %	(2) %	(3) %	(4) %	(5) %		(1) %	(2) %	(3) %	(4) %	(5) %
80	I see Black supervisors pass Whites over for training opportunities for which they are qualified.										
	50.0	29.4	17.8	2.8	0.0	1.7	48.6	25.7	20.0	2.9	2.9
100	I see Black supervisors judging the work of Whites in a different way than they do for Blacks.										
	46.0	36.4	17.6	0.0	0.0	1.7	50.0	26.5	17.6	5.9	0.0
94	I see Black supervisors paying <i>less</i> attention to the requests and suggestions of Whites than they do to those of Blacks.										
	50.3	33.5	14.5	1.1	0.6	1.7	37.1	31.4	22.9	5.7	2.9
74	I see White supervisors looking <i>more</i> closely at the work of Blacks than at the work of Whites.										
	38.9	37.2	20.0	2.8	1.1	1.9	25.7	20.0	28.6	20.0	5.7
88	I see White supervisors judging the work of Blacks in a different way than they do for Whites.										
	38.5	38.0	20.7	1.7	1.1	1.7	20.0	14.3	40.0	22.9	2.9
90	I see Black supervisors looking <i>more</i> closely at the work of Whites than at the work of Blacks.										
	46.6	35.4	16.9	1.1	0.0	1.7	42.9	31.4	20.0	5.7	0.0

INCIDENCE OF DISCRIMINATORY BEHAVIORS (IDB)

CONTENT AREA: SELF-SEGREGATION

		How often does this action occur on this installation?											
		Whites						Blacks					
Statement Number		Never	Seldom	Sometimes	Often	Very Often	Average	Never	Seldom	Sometimes	Often	Very Often	Average
		(1)	(2)	(3)	(4)	(5)		(1)	(2)	(3)	(4)	(5)	
		%	%	%	%	%		%	%	%	%	%	
70	Whites on my job stick together	7.2	16.7	36.7	32.8	6.7	3.2	5.6	5.6	33.3	33.3	22.2	3.6
92	Blacks on my job stick together	11.8	15.7	39.3	24.2	9.0	3.0	21.1	12.1	30.3	21.2	15.2	3.0
87	During off-duty hours, I see Blacks spending time with just Blacks.	2.2	6.2	28.7	44.9	18.0	3.7	5.7	20.0	22.9	31.4	20.0	3.4
98	During off-duty hours, I see Whites spending time with just Whites.	2.3	8.5	33.9	37.9	17.5	3.5	8.8	20.6	14.7	41.2	14.7	3.3

DEMOGRAPHIC CHARACTERISTICS

112	Race:	Whites	-	78.3% (N = 783)		
		Blacks	-	18.1% (N = 181)		
		Others	-	3.6% (N = 36)		
					<u>Whites</u>	<u>Blacks</u>
					<u>%</u>	<u>%</u>
113	Age:	Nineteen years or less			8.8	13.0
		Twenty to twenty-three years			31.3	42.2
		Twenty-four to twenty-nine years			30.8	18.4
		Thirty years or over			29.1	26.4
114	Sex:	Male			94.5	97.4
		Female			5.5	2.6
115	Rank:	E1 - E4			47.5	57.9
		E5 - E6			28.8	29.0
		E7 - E9			8.8	10.5
		WO1 - WO4			0.0	0.0
		O1 - O3			9.5	2.6
		O4 or higher			5.4	0.0
116	Highest grade completed in school:					
		Less than high school graduate			3.8	10.5
		High school graduate or G.E.D.			40.7	56.9
		Some college			33.6	28.9
		College degree			17.0	3.7
		Advanced college work or degree			4.9	0.0
117	How long have you been on active duty?					
		Less than one year			9.4	10.5
		One to three years			39.0	42.0
		Four to nine years			25.8	21.1
		Ten to fifteen years			13.7	13.2
		Sixteen years or more			12.1	13.2
118	During your off-duty hours now, how often do you have close personal contact with people of other races?					
		Daily			46.1	75.0
		Weekly			26.4	11.1
		Monthly			14.3	2.8
		Never			13.2	11.1

L. Survey Information Statement

The purpose of this survey is to obtain objective information on the racial attitudes and perceptions of installation military personnel in order to aid the commander in developing his programs to eliminate racial discrimination and promote racial harmony. The results will be used specifically (1) to assess how well the programs are working overall; (2) to determine where special actions need to be taken; (3) to determine the level and distribution of resources needed for the programs; (4) and to assess changes over time.

All survey respondents have been selected randomly and will remain anonymous. Completing the survey questionnaire form is voluntary. Installation personnel are conducting the survey by order of the installation commander who is responsible for the generation, use, and dissemination of results.

M. Fortran Computer Program

The following FORTRAN language computer program to score the RAPS results was written and tested by the U.S. Army Research Institute for the Behavioral and Social Sciences at the Presidio of Monterey Field Unit. The program is designed to fit precisely with the questionnaire statements as they appear in Appendix B. Note, however, that in this computer program the response code sequences begin with zero (0) instead of one (1). Thus, for example, RPI item responses of A, B, C, D and E are coded as 0, 1, 2, 3, and 4 rather than as 1, 2, 3, 4, and 5 as indicated in Chapter 8.

While this FORTRAN program is designed for computers accepting the FORTRAN language, analysis of results can easily be accomplished through the use of standard software programs such as The Statistical Package for the Social Sciences (SPSS). At certain installations, it might be practical to contract out the analysis to a local computer contractor or nearby college with, for example, an SPSS capability.

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PED,R *GUY,SEGI
 READ-ONLY MODE
 CASE UPPER ASSUMED
 ED 15.00-09/23/77-13136131-(4,)
 EDIT
 01

11// EXEC FORTCLG
 21//FORT,SYSIN DD *
 31C****

12 MAY 1975

RAPS PROGRAM

PROGRAMMER

GEAN B BIGLER
 BLD 2903 APT. C + D
 FORT ORD CA, 93943

41C*
 51C*
 61C*
 71C*
 81C*
 91C*
 101C*
 111C****

121C*

131C*

IF ANSWER SHEET IS KEYPUNCHED FOLLOWING FORMAT MUST BE USED

141C*

QUESTION NOT ANSWERED = BLANK

151C*

SEQUENCE NUMBER PUNCH AS IS (NOT USED FOR ANALYSIS)

161C*

SEX MALE=0 FEMALE=1

171C*

RANK E1=1, E2=2,...07=20

181C*

RACE ALEUT=1, AMERICAN INDIAN=2,...OTHER=15

191C*

QUESTIONS ON EACH CARD

201C*

A=0, B=1, C=2, ECT

211C*

SEQUENCE NUMBER, SEX, RANK, AND RACE ON FIRST CARD ONLY

221C*

231C*

AGE, EDUCATION, ACTIVE DUTY, AND RACE CONTACT

241C*

ARE KEYPUNCHED THE SAME AS THE QUESTIONS

251C****

261C*

DATA IS PRESENTED ON CARDS BY RESPONDENT

271C*

THE FORMAT IS AS FOLLOWS

281C*

CARD ONE

291C*

COLUMN 1-4 IS SEQUENCE NUMBER (SUBJECT NUMBER)

301

5 - 74 IS ITEMS 1 - 70

311C*

321C*

CARD TWO

331C*

COLUMN 1 - 4 SEQUENCE NUMBER

341C*

5 - 54 ITEMS 71 - 118

351C*

361C*

371C****

381C*

AFTER THE LAST DATA CARD HAS BEEN READ ADD TWO CARDS

391C*

THE FIRST MUST BE BLANK

401C*

THE SECOND CARD MUST HAVE A 191 IN COLUMN 80

411C*

421C****

431C*

PROGRAM REDUCTION REQUIREMENTS

441C*

1. TOTAL NUMBER ANSWERING EACH QUESTION (NO OUTPUT)

451C*

2. TOTAL NUMBER STRONGLY DISAGREE

461C*

3. TOTAL NUMBER DISAGREE

471C*

4. TOTAL NUMBER NEITHER

481C*

5. TOTAL NUMBER AGREE

491C*

6. TOTAL NUMBER STRONGLY AGREE

501C*

7. PERCENTS FOR 2-6

511C*

8. PERCENTS OF EACH RACE ANSWERING QUESTION

```

52: C*          9. WEIGHTED AVERAGE EACH RACE
53: C*
54: C*****
55: C* ALL DATA QUESTIONS ARE SUMMATED FOR THE FOLLOWING RACES
56: C* 1. BLACK
57: C* 2. SPANISH
58: C* 3. WHITE
59: C* 4. OTHER
60: C*
61: C*****
62:      INTEGER DATA,TEST,D1,D2
63:      REAL *8 RACE1,OSTIN,HED1,HED2
64:      DIMENSION QSTIN(115,15),IDATA(111)
65:      DIMENSION ICNT(111,4),IDISLY(111,4),IDIS(111,4),INETHR(111,4),
66:      1 IAGREE(111,4),IAGLY(111,4)
67:      DIMENSION DISLY(111,4),DIS(111,4),ANETHR(111,4),
68:      1 AGRFF(111,4),AGLY(111,4)
69:      DIMENSION IRACE(15),RACE(15),
70:      1 IAGE(4),AGE(4),
71:      2 ISEX(2),SEX(2),
72:      3 IRANK(6),RANK(6),
73:      4 IED(5),ED(5)
74:      DIMENSION ITIME(5),TIME(5),
75:      6 ICNTAT(4),CNTAT(4),
76:      7 IRKRE(6,4),RKRE(6,4)
77:      DIMENSION IPDR(24),IATI(15),IFRR(16),IRC(12),
78:      1 IPE(6),IRH(13),IST(9),ISUT(16),ISS(4),RACE1(4)
79:      DATA IPDR/3,5,6,7,10,14,16,23,24,25,32,33,34,35,38,39,42,44,45,47,
80:      1 50,52,55,56/
81:      DATA IATI/4,13,17,19,20,28,30,31,36,37,46,53,58,61,63/
82:      DATA IFRR/2,9,15,18,22,24,40,41,54,57,60,62,64,67,68,69/
83:      DATA IRC/1,8,11,12,21,27,29,43,48,49,51,59/
84:      DATA IPE/11,30,31,48,65,66/
85:      DATA IRH/104,108,102,110,91,99,72,78,71,97,111,82,89/
86:      DATA IST/109,93,106,107,73,75,79,81,85/
87:      DATA ISUP/95,84,105,83,77,100,86,76,101,96,80,103,94,74,88,90/
88:      DATA RACE1/BLACK 1,SPANISH,WHITE 1,OTHER 1/
89:      DATA ISS/70,92,87,98/
90:      DIMENSION IRPT(9),HED1(9,3),HED2(6,10)
91:      DATA IRPT/24,15,16,12,6,13,9,16,4/
92:      DIMENSION IREV(7),RPT(4,4),AVE1(7,4)
93:      DATA IREV/39,17,30,46,61,8,51/
94:      DIMENSION DATA(111),TEST(6),D1(2),D2(2),N(6)
95:      DATA TEST/1 1,0 1,1 1,12 1,13 1,14 1/
96:      DATA N/0,1,2,3,4,5/
97: C
98: C CLEAR BUFFERS
99: C
100: DO 10 I = 1,111
101: DO 10 J = 1,4
102: ICNT(I,J) = 0
103: IDISLY(I,J) = 0
104: IDIS(I,J) = 0
105: INETHR(I,J) = 0
106: IAGREE(I,J) = 0
107: IAGLY(I,J) = 0
108: DISLY(I,J) = 0,

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```

109:    DIS(I,J) = 0.
110:    AMETHR(I,J) = 0.
111:    AGREE(I,J) = 0.
112:    AGLY(I,J) = 0.
113:10   CONTINUE
114:    DO 15 I = 1,15
115:    IRACE(I) = 0
116:    RACE(I) = 0.
117:15   CONTINUE
118:    DO 20 I = 1,6
119:    IRANK(I) = 0
120:    RANK(I) = 0.
121:    DO 20 J = 1,4
122:    IRKGE(I,J)=0
123:    RKGE(I,J)= 0.
124:20   CONTINUE
125:    DO 25 I = 1,5
126:    IED(I) = 0
127:    ITIME(I) = 0
128:    ED(I) = 0.
129:    TIME(I) = 0.
130:25   CONTINUE
131:    DO 30 I = 1,4
132:    ICNTAT(I)=0
133:    IAGE(I) = 0
134:    AGE(I) = 0.
135:    CVTAT(I) = 0.
136:    DO 30 J=1,4
137:    RPI(I,J) = 0.0
138:30   CONTINUE
139:    DO 35 I = 1,2
140:    ISFX(I) = 0
141:    SEX(I) = 0.
142:    DI(I) = 0.
143:    DP(I) = 0.
144:35   CONTINUE
145:    DO 40 I=1,7
146:    DO 40 J=1,4
147:    AVE1(I,J) = 0.0
148:40   CONTINUE
149:    ISUB = 0
150:    ITOTAL = 0
151:    IISCH = 0
152:    IAGE = 0
153:    IDUTY = 0
154:    IIFRGT = 0
155:    DO 120 K=1,6
156:    READ (5,113)(MED2(K,J),J=1,10)
157:113   FORMAT(10A8)
158:120   CONTINUE
159:C
160:C   READ HED1 ARRAY
161:C
162:    DO 110 K = 1,9
163:    READ (5,103)(MED1(K,J),J=1,8)
164:103   FORMAT(8A8,16X)
165:110   CONTINUE

```



```

1661C
1671C      READ RAPS QUESTIONS INTO ARRAY FROM CARDS (TWO PER QUESTION)
1681C
1691      DO 101 I = 1,111
1701      READ (5,100) (QSTIN(I,J),J=1,15)
1711C100    FORMAT(10A8,/,5A8,40X)
1721C101    CONTINUE
1731C
1741C      READ THE NEXT SET OF DATA  THREE CARDS PER RESPONDANT
1751C
1761C200    CONTINUE
1771      READ (5,203) ISEQ,DATA,IIRACE,D1(I),IISEX,IIRANK,U2,D1(2),ILAST
1781C203    FORMAT(10,70A1,/,4X,41A1,I2,A1,I1,I2,3A1,25X,I1)
1791      IISEX = IISEX + 1
1801C
1811C      HAS ALL DATA BEEN READ AND PROCESSED
1821C
1831      IF (ILAST-9) 210,8000,210
1841C210    CONTINUE
1851C
1861C      CHANGE AGE AND RACIAL CONTACT FROM ALPHA TO NUMERIC
1871C
1881      DO 1020 J=1,2
1891      DO 1020 J=1,6
1901      IF (TEST(J).EQ.D2(I)) GO TO 1010
1911      GO TO 1020
1921C1010    IF (I.EQ.1) IISCH = N(J)
1931      IF (I.EQ.2) IIDUTY = N(J)
1941C1020    CONTINUE
1951      DO 1040 J=1,2
1961      DO 1040 J=1,5
1971      IF (TEST(J).EQ.D1(I)) GO TO 1030
1981      GO TO 1040
1991C1030    IF (I.EQ.1) IIMAGE = N(J)
2001      IF (I.EQ.2) IIFRCT = N(J)
2011C1040    CONTINUE
2021C
2031C      CHANGE QUESTION DATA TO NUMERIC 012345
2041C
2051      DO 1120 I=1,111
2061      DO 1120 J=1,6
2071      IF (TEST(J).EQ.DATA(I)) GO TO 1110
2081      GO TO 1120
2091C1110    IDATA(I) = N(J)
2101C1120    CONTINUE
2111      IF (IISCH .EQ.0) GO TO 2000
2121      IF (IIMAGE .EQ.0) GO TO 2000
2131      IF (IISEX .EQ.0) GO TO 2000
2141      IF (IIRANK.EQ.0) GO TO 2000
2151      IF (IIRACE.EQ.0) GO TO 2000
2161      IF (IIDUTY.EQ.0) GO TO 2000
2171      IF (IIFRCT.EQ.0) GO TO 2000
2181      GO TO 2002
2191C2000    WRITE (6,2001) ISEQ
2201C2001    FORMAT(10X,I4,1X,41HRESPONDANT DID NOT ANSWER DEMOGRAPHIC QST)
2211      GO TO 200
2221C2002    CONTINUE

```

```

223:0
224:0 DO THE DEMOGRAPHIC COUNTERS FIRST
225:0 ITOTAL IS COUNTER FOR TOTAL NUMBER RESPONDANTS
226:0
227: ITOTAL = ITOTAL + 1
228: IF (IIRACE)212,212,211
229:211 IRACE(IIRACE) = IRACE(IIRACE) + 1
230:212 IF (IIAGE)214,214,213
231:213 IAGE(IIAGE) = IAGE(IIAGE) + 1
232:214 IF (IISEX)216,216,215
233:215 ISEX(IISEX) = ISEX(IISEX) + 1
234:216 IF (IIRANK)218,218,217
235:217 CONTINUE
236:0
237:0 RANK CATEGORIES REDUCED TO 6 GROUPS
238:0
239: IF (IIRANK.LE.4) GO TO 310
240: IF (IIRANK.LE.6) GO TO 311
241: IF (IIRANK.LE.9) GO TO 312
242: IF (IIRANK.LE.13) GO TO 313
243: IF (IIRANK.LE.16) GO TO 314
244: IIRANK=6
245: GO TO 315
246:310 IIRANK = 1
247: GO TO 315
248:311 IIRANK=2
249: GO TO 315
250:312 IIRANK=3
251: GO TO 315
252:313 IIRANK=4
253: GO TO 315
254:314 IIRANK=5
255:315 CONTINUE
256: IRANK(IIRANK) = IRANK(IIRANK) + 1
257:218 IF (IISCH)220,220,219
258:219 IED(IISCH) = IED(IISCH) + 1
259:220 IF (IIDUTY)222,222,221
260:221 ITIME(IIDUTY) = ITIME(IIDUTY) + 1
261:222 IF (IIFRCT)224,224,223
262:223 ICNTAT(IIFRCT) = ICNTAT(IIFRCT) + 1
263:0
264:0 RACE CATEGORIES REDUCED TO FOUR GROUPS
265:0
266:224 IF (IIRACE =3)230,225,230
267:225 IFLG = 1
268: GO TO 300
269:230 IF (IIRACE=5)250,240,250
270:240 IFLG = 2
271: GO TO 300
272:250 IF (IIRACE=11)260,240,260
273:260 IF (IIRACE=12)270,240,270
274:270 IF (IIRACE=14)290,280,290
275:280 IFLG = 3
276: GO TO 300
277:290 IFLG = 4
278:300 CONTINUE
279: IRKRE(IIRANK,IFLG) = IRKRE(IIRANK,IFLG) + 1

```

```

2801C
2811C
2821C
2831
2841
285:340
2861
287:341
2881
289:342
2901
291:343
292:344
2931
294:345
2951
296:346
297:350
2981
299:0000
3001C
3011C
3021C
3031C
3041
3051
306:8005
3071
3081
309:8010
3101
3111
3121
313:8020
3141
3151
3161
317:8030
3181
3191
3201
3211
322:8040
3231C
3241C
3251C
3261C
3271
3281
3291
330:8041
3311
3321
3331
3341
335:8050
3361C

```

RAPS DATA REDUCTION

```

DO 350 I = 1,111
IF (IDATA(I))350,350,340
ICNT(I,IFLG) = ICNT(I,IFLG) + 1
IF (IDATA(I) -2)341,342,343
IDISLY(I,IFLG) = IDISLY(I,IFLG) + 1
GO TO 350
IDIS(I,IFLG) = IDIS(I,IFLG) + 1
GO TO 350
IF(IDATA(I) -4)344,345,346
INETHR(I,IFLG) = INETHR(I,IFLG) + 1
GO TO 350
IAGREE(I,IFLG) = IAGREE(I,IFLG) + 1
GO TO 350
IAGLY(I,IFLG) = IAGLY(I,IFLG) + 1
CONTINUE
GO TO 200
CONTINUE

```

CALCULATE PERCENTAGES FOR PRINT OUTS
DEMOGRAPHIC ARE CALCULATED WITH TOTAL = RESPONDENTS

```

DO 8005 I=1,15
RACE(I) = (IRACE(I)*100.)/ITOTAL
CONTINUE
DO 8010 I = 1,2
SEX(I) = (ISEX(I)*100.0)/ITOTAL
CONTINUE
DO 8020 I = 1,4
AGE(I) = (IAGE(I)*100.)/ITOTAL
CNTAT(I) = (ICNTAT(I)*100.)/ITOTAL
CONTINUE
DO 8030 I = 1,5
TIME(I) = (ITIME(I)*100.)/ITOTAL
ED(I) = (IED(I)*100.)/ITOTAL
CONTINUE
DO 8040 I = 1,6
RANK(I) = (IRANK(I)*100.)/ITOTAL
DO 8040 J = 1,4
RKRE(I,J) = (IRKRE(I,J)*100.)/ITOTAL
CONTINUE

```

QUESTIONS ARE CALCULATED BY TOTAL NUMBER ANSWERING THAT QUESTION,
NOT BY THE TOTAL = RESPONDENTS

```

DO 8050 I = 1,111
DO 8050 J = 1,4
IF (ICNT(I,J))8050,8050,8041
DISLY(I,J) = (IDISLY(I,J)*100.)/ICNT(I,J)
DIS(I,J) = (IDIS(I,J) *100.)/ICNT(I,J)
ANETHR(I,J) = (INETHR(I,J)*100.)/ICNT(I,J)
AGREE(I,J) = (IAGREE(I,J)*100.)/ICNT(I,J)
AGLY(I,J) = (IAGLY(I,J) *100.)/ICNT(I,J)
CONTINUE

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3371C PRINT THE DEMOGRAPHIC REPORT
3381C
3391 WRITE (6.8100)
3401 WRITE (6.8101)
3411A100 FORMAT (1H1)
34218101 FORMAT (45X,46H RACIAL ATTITUDES AND PERCEPTIONS SURVEY (RAPS),/,
3431 1 50X,27H DEMOGRAPHIC CHARACTERISTICS,/,51X,19H ALL INDN BLK CHNS,
3441 2 61H CBN FLPN GNM HWN JPNs KRN MXCN P-R SMN WHT OTH TOTAL)
3451 WRITE (6.8103) IRACE,ITOTAL,RACE
34618103 FORMAT (7X,7H1. RACE,36X,15(14,1X),2X,15,/,49X,15(F5.1)/)
3471 WRITE (6.8104) IAGE,AGE
34818104 FORMAT (7X,18H2. HOW OLD ARE YOU,24X,11H19 OR LESS,15,3X,
3491 1 9H20 TO 23,15,3X,9H24 TO 29,15,1X,11H30 OR OVER,15,/,
3501 2 60X,4(F5.1,12X)/)
3511 WRITE (6.8105) ISEX,SEX
35218105 FORMAT (7X,6H3. SEX,36X,6HMALE ,14,4X,6HFEMALE ,14,/,54X,F5.1,
3531 1 11X,F5.1,/)
3541 WRITE (6.8106) IRANK,RANK
35518106 FORMAT (7X,7H4. RANK,35X,6HE1-E4 ,14,8H E5-E6 ,14,8H E7-E9 ,14,
3561 1 8H W1-W4 ,14,8H O1-O3 ,14,8H O4-O9 ,14,/,54X,6(F5.1,7X)/)
3571 WRITE (6.8107) IED,ED
35818107 FORMAT (7X,12H5. EDUCATION,30X,8HLESS HS ,14,10H HS GRAD ,14,
3591 1 6H COL ,14,11H COL GRAD ,14,13H ADV DEGREE ,14,/,56X,F5.1,
3601 2 9X,F5.1,5X,F5.1,10X,F5.1,12X,F5.1,/)
3611 WRITE (6.8108) ITIME,TIME
36218108 FORMAT (7X,19H6. ACTIVE DUTY TIME,23X,10HLESS 1 YR ,14,
3631 1 13H 1 TO 3 YRS ,14,13H 4 TO 9 YRS ,14,13H 10 TO 15 YR ,14,
3641 2 13H 16 AND OVER ,14,/,46X,5(12X,F5.1)/)
3651 WRITE (6.8109) ICNTAT,CNTAT
36618109 FORMAT (7X,32H7. OFF-DUTY INTER RACIAL CONTACT,10X,6HDAILY ,14,
3671 1 9H WEEKLY ,14,9H MONTHLY ,14,9H NEVER ,14,/,54X,4(F5.1,8X)/)
3681 WRITE (6.8110) (IRKRE(1,I),I=1,4),(RKRE(1,I),I=1,4)
36918110 FORMAT (7X,16H8. RANK AND RACE,/,13X,4HRANK,22X,5HBLACK,6X,
3701 1 7HSPANISH,5X,6HWHITE,7X,5HOTHER,/,14X,7HE1 - E4,18X,4(14,8X) ,/,
3711 2 39X,4(F5.1,7X)/)
3721 WRITE (6.8111) (IRKRE(2,I),I=1,4),(RKRE(2,I),I=1,4)
37318111 FORMAT (14X,7HE5 - E6,18X,4(14,8X),/,39X,4(F5.1,7X)/)
3741 WRITE (6.8112) (IRKRE(3,I),I=1,4) ,(RKRE(3,I),I=1,4)
37518112 FORMAT (14X,7HE7 - E9,18X,4(14,8X),/,39X,4(F5.1,7X)/)
3761 WRITE (6.8113) (IRKRE(4,I),I=1,4),(RKRE(4,I),I=1,4)
37718113 FORMAT (14X,7HW1 - W4,18X,4(14,8X),/,39X,4(F5.1,7X)/)
3781 WRITE (6.8114) (IRKRE(5,I),I=1,4),(RKRE(5,I),I=1,4)
37918114 FORMAT (14X,7HO1 - O3,18X,4(14,8X),/,39X,4(F5.1,7X)/)
3801 WRITE (6.8115) (IRKRE(6,I),I=1,4) ,(RKRE(6,I),I=1,4)
38118115 FORMAT (14X,7HO3 - O9,18X,4(14,8X),/,39X,4(F5.1,7X)/)
3821C
3831C SET UP FOR NINE REPORTS
3841C THE QUESTIONS IN QSTIN ARRAY ARE SEQUENCED NUMERICALLY
3851C THREE DEEP DO LOOP TO PRODUCE NINE REPORTS
3861C
3871 DO 8175 K=1,9
3881 WRITE (6.8100)
3891 WRITE (6.8150)
39018150 FORMAT (45X,46H RACIAL ATTITUDES AND PERCEPTIONS SURVEY (RAPS),/,
3911 1 61X13H QUESTIONNAIRE,/,39X,
3921 2 58H (FOR FULL WORDING OF EACH QUESTION SEE RAPS QUESTIONNAIRE)/)
3931 WRITE (6.8151) (HED1(K,J),J=1,8)

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394:8151 FORMAT(3X,8A8)
395: WRITE (6,8152)
396:8152 FORMAT(26X,17HCOLUMNS A= DISAGREE STRONGLY B= DISAGREE C= ,
397: 1 36HNEITHER D= AGREE E= AGREE STRONGLY)
398:
399:      IRPT = COUNTER FOR EACH REPORT
400:
401:      L = IRPT(K)
402:      DO 8175 I=1,L
403:
404:      FOLLOWING TEST GATHERS CORRECT VALUE TO EXTRACT REPORT QUESTION
405:      AND ITS DATA
406:
407:      IF (K-1)8132,8140,8132
408:8132 IF (K-2)8133,8141,8133
409:8133 IF (K-3)8134,8142,8134
410:8134 IF (K-4)8135,8143,8135
411:8135 IF (K-5)8136,8144,8136
412:8136 IF (K-6)8137,8145,8137
413:8137 IF (K-7)8138,8146,8138
414:8138 IF (K-8)8139,8147,8139
415:8139 IF (K-9)8149,8148,8149
416:8140 II = IPDB(I)
417:      GO TO 8149
418:8141 II = IATY(I)
419:      GO TO 8149
420:8142 II = IFRR(I)
421:      GO TO 8149
422:8143 II = IRC(I)
423:      GO TO 8149
424:8144 II = IPE(I)
425:      GO TO 8149
426:8145 II = IRH(I)
427:      GO TO 8149
428:8146 II = IST(I)
429:      GO TO 8149
430:8147 II = ISUP(I)
431:      GO TO 8149
432:8148 II = ISS(I)
433:8149 CONTINUE
434:      WRITE (6,8153)(QSTIN(II,J),J=1,15)
435:8153 FORMAT(/,6X,15A8//39X,17H( RESPOND INDEX ,6X,1HA,14X,1HB,14X,1HC,
436: 1 14X,1HD,14X,1HE)
437:      DO 8175 J=1,4
438:      RESP = (ICNT(II,J) *100.)/ITOTAL
439:      IF (ICNT(II,J)=0)171,171,170
440:170 AVE = (IDISLY(II,J)+IDIS(II,J)*2.0+INETHR(II,J)*3.0
441: 1 +IAGREE(II,J)*4.0+IAGLY(II,J)*5.0)/ICNT(II,J)*1.0
442:      GO TO 172
443:171 AVE = 0.0
444:172 CONTINUE
445:
446:      RACIAL PERCEPTIONS INVENTORY (RPI) SUMMATION FOR SCALE SCORES
447:
448:      IF (K-5)180,181,181
449:180 RPI(K,J) = RPI(K,J) + AVE
450:181 CONTINUE

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4511      WRITE (6,8154) RACE1(J),RESP,AVE,IDISLY(II,J),
4521      1      DISLY(II,J),IDIS(II,J),DIS(II,J),INETHR(II,J),
4531      2ANETHR(II,J),IAGREE(II,J),AGREE(II,J),IAGLY(II,J),AGLY(II,J)
4541,8154      FORMAT (19X,A7,16X,F5.1,4X,F4.2,3X14,1XF5.1,4(5X14,1XF5.1))
4551,8175      CONTINUE
4561C
4571C      RPI CALCULATIONS
4581C          1. REVERSING AVERAGE VALUES AS REQUIRED
4591C          2. CORRECT SUMMATION TOTALS
4601C          3. CALCULATE SCALE SCORES
4611C
4621      WRITE (6,8100)
4631      DO 8200 I=1,7
4641      II = IREV(I)
4651      DO 8200 J=1,4
4661      IF (ICNT(II,J)=0)8199,8199,8199
4671,8198      AVE1(I,J) = (IDISLY(II,J)+IDIS(II,J)*2.0+INETHR(II,J)*3.0
4681      1      +IAGREE(II,J)*4.0+IAGLY(II,J)*5.0)/ICNT(II,J)*1.0
4691      GO TO 8200
4701,8199      AVE1(I,J) = 0.0
4711,8200      CONTINUE
4721      DO 8210 I=1,4
4731      IF (RPI(1,I)=0)8210,8210,8209
4741,8209      RPI(1,I) = RPI(1,I) - AVE1(1,I) + (6.0 - AVE1(1,I))
4751      RPI(1,I) = (RPI(1,I)/120.)*100.
4761,8210      CONTINUE
4771      DO 8220 I=1,4
4781      IF (RPI(2,I)=0)8220,8220,8219
4791,8219      RPI(2,I) = RPI(2,I) - AVE1(2,I) - AVE1(3,I) - AVE1(4,I) -
4801      1 AVE1(5,I) + (24.0 - AVE1(2,I) - AVE1(3,I) - AVE1(4,I) -
4811      2 AVE1(5,I))
4821      RPI(2,I) = (RPI(2,I)/75.0)*100.0
4831      RPI(2,I)=120 - RPI(2,I)
4841,8220      CONTINUE
4851      DO 8230 I=1,4
4861      IF (RPI(3,I)=0)8230,8230,8229
4871,8229      RPI(3,I) = (RPI(3,I)/80.0)*100.0
4881,8230      CONTINUE
4891      DO 8240 I=1,4
4901      IF (RPI(4,I)=0)8240,8240,8239
4911,8239      RPI(4,I) = RPI(4,I) - AVE1(6,I) - AVE1(7,I) + (12.0 - AVE1(6,I) -
4921      1 AVE1(7,I))
4931      RPI(4,I) = (RPI(4,I)/60.0)*100.0
4941,8240      CONTINUE
4951C
4961C      PRINT RPI RESULTS
4971C
4981      WRITE (6,8250) RACE1
4991,8250      FORMAT (45X,37HSECTION II RACE PERCEPTIONS INVENTORY, //,80X,
5001      1 20HAVERAGE SCALE SCORES,/,35X,6HSCALES,31X,4(A8,2X),/)
5011      WRITE (6,8260) (RPI(1,J),J=1,4)
5021,8260      FORMAT (7X,48H1. PERCEIVED DISCRIMINATION AGAINST BLACKS (POB),
5031      1 17X,4(F6,2,4X))
5041      WRITE (6,8265) (MED2(1,J),J=1,10)
5051,8265      FORMAT (10X,10A8)
5061      WRITE (6,8270) (RPI(2,J),J=1,4)
5071,8270      FORMAT (/7X,48H2. ATTITUDE TOWARD RACIAL INTERACTION (ATI)

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508: 1 17X.4(F6.2.4X))
509: WRITE (6.8265)(HED2(2,J),J=1,10)
510: WRITE (6.8280) (RPI(3,J),J=1,4)
511:8280 FORMAT (/7X.48H3. FEELINGS OF REVERSE RACISM (FRR)
512: 1 17X.4(F6.2.4X))
513: WRITE (6.8265)(HED2(3,J),J=1,10)
514: WRITE (6.8265)(HED2(4,J),J=1,10)
515: WRITE (6.8290) (RPI(4,J),J=1,4)
516:8290 FORMAT (/7X.48H4. RACIAL CLIMATE (RC)
517: 1 17X.4(F6.2.4X))
518: WRITE (6.8265)(HED2(5,J),J=1,10)
519: WRITE (6.8265)(HED2(6,J),J=1,10)
520: WRITE (6.8300)
521:8300 FORMAT (///60X.22HMAXIMUM SCALE IS 100.//
522: 1 60X.22HMIDPOINT SCALE IS 60.//
523: 2 60X.22HMINIMUM SCALE IS 20.//
524: WRITE (6.8100)
525: STOP
526: END
527: //GO.SYSIN DD *
528: HIGH SCORE MEANS HIGH DEGREE OF PERCEIVED DISCRIMINATION.
529: HIGH SCORE MEANS UNFAVORABLE RACIAL INTERACTION.
530: HIGH SCORE MEANS WHITES FEEL THREATENED BY BLACKS OR
531: THAT WHITES PERCEIVE FAVORABLE TREATMENT OF BLACKS.
532: HIGH SCORE INDICATES A POOR QUALITY OF RACE RELATIONS IN THE
533: ARMY OR THE ARMY'S COMMITMENT TO RACIAL HARMONY IS LOW.
534: *** SCALE= PERCEIVED DISCRIMINATION AGAINST BLACKS (PDB) ***
535: *** SCALE= ATTITUDE TOWARD RACIAL INTERACTION (ATI) ***
536: *** SCALE= FEELINGS OF REVERSE RACISM (FRR) ***
537: *** SCALE= RACIAL CLIMATE (RC) ***
538: *** SCALE= PERSONAL EXPERIENCES (PE) ***
539: *** CONTENT AREA= RACIAL HARASSMENT (RH) ***
540: *** CONTENT AREA= SYSTEM TREATMENT (ST) ***
541: *** CONTENT AREA= SUPERVISORY TREATMENT (SUP) ***
542: *** CONTENT AREA= SELF-SEGREGATION (SS) ***
543: 1. RACE RELATIONS IN THE ARMY HAVE BEEN GETTING BETTER DURING THE PAST YEAR.
544:
545: 2. WITH THE SAME EDUCATION AND SKILLS, BLACK SOLDIERS GET BETTER TREATMENT THAN
546: WHITES.
547: 3. WHITE SOLDIERS AND SUPERVISORS ASSUME THE WORST ABOUT BLACKS IN ANY DOUBTFUL
548: SITUATION.
549: 4. BLACKS WERE BETTER OFF BEFORE THIS INTEGRATION BUSINESS GOT STARTED.
550:
551: 5. WHITE SUPERVISORS PAY LITTLE OR NO ATTENTION TO BLACKS: COMPLAINTS ABOUT DIS-
552: CRIMINATION IN THE CIVILIAN COMMUNITY.
553: 6. HARSHER PUNISHMENTS ARE GIVEN OUT TO BLACK OFFENDERS THAN TO WHITE OFFENDERS
554: FOR THE SAME TYPES OF OFFENSES.
555: 7. WHITES WHO SUPERVISE BLACK SUPERVISORS DOUBT THEIR COMPETENCE.
556:
557: 8. THERE IS MORE RACIAL DISCRIMINATION ON THIS MILITARY INSTALLATION THAN THERE
558: IS IN CIVILIAN LIFE.
559: 9. IF THINGS CONTINUE THE WAY THEY ARE GOING, BLACKS WILL GET MORE THAN THEIR
560: FAIR SHARE.
561: 10. BLACKS GET MORE EXTRA WORK DETAILS THAN WHITES.
562:
563: 11. I UNDERSTAND THE FEELINGS OF PEOPLE OF OTHER RACES BETTER SINCE I JOINED THE
564: ARMY.

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565: 12. THE ARMY IS FIRMLY COMMITTED TO THE PRINCIPLE OF EQUAL OPPORTUNITY.
 566:
 567: 13. AFTER DUTY HOURS, SOLDIERS SHOULD STICK TOGETHER IN GROUPS MADE UP OF THEIR
 568: RACE ONLY.
 569: 14. THE MILITARY POLICE IN THE ARMY TREAT BLACKS WORSE THAN THEY TREAT WHITES.
 570:
 571: 15. BLACKS ARE TRYING TO GET AHEAD TOO FAST.
 572:
 573: 16. WHITES ACT AS THOUGH STEREOTYPES ABOUT BLACKS WERE TRUE (FOR EXAMPLE, THAT
 574: BLACKS ARE LAZY).
 575: 17. THE ARMY NEEDS RACE RELATIONS PROGRAMS.
 576:
 577: 18. BLACKS GET EXTRA ADVANTAGES ON THIS INSTALLATION.
 578:
 579: 19. IT MIGHT BE A GOOD IDEA TO HAVE ALL-BLACK AND ALL-WHITE UNITS IN THE ARMY.
 580:
 581: 20. TRYING TO BRING ABOUT RACIAL INTEGRATION IS MORE TROUBLE THAN IT IS WORTH.
 582:
 583: 21. IF THE RACE PROBLEM CAN BE SOLVED ANYWHERE, IT CAN BE SOLVED IN THE ARMY.
 584:
 585: 22. THERE IS RACIAL DISCRIMINATION AGAINST WHITES ON THIS INSTALLATION.
 586:
 587: 23. WHITES HAVE A BETTER CHANCE THAN BLACKS TO GET THE BEST TRAINING OPPORTUNIT
 588: IES.
 589: 24. WHITES ASSUME THAT BLACKS COMMIT ANY CRIME THAT OCCURS, SUCH AS THEFTS IN B
 590: ARRACKS.
 591: 25. WHITES DO NOT SHOW PROPER RESPECT FOR BLACKS WITH HIGHER RANK.
 592:
 593: 26. BLACKS IN THE ARMY ARE NOT INTERESTED IN HOW WHITES SEE THINGS.
 594:
 595: 27. RACE RELATIONS IN THE ARMY ARE GOOD.
 596:
 597: 28. BLACKS AND WHITES WOULD BE BETTER OFF IF THEY LIVED AND WORKED ONLY WITH PE
 598: OPLE OF THEIR OWN RACE.
 599: 29. THE ARMY IS DOING ALL IT CAN TO IMPROVE RACE RELATIONS.
 600:
 601: 30. IN THE ARMY, I WOULD PREFER TO LIVE IN QUARTERS THAT ARE MIXED RACIALLY.
 602:
 603: 31. IF MY UNIT HAD A SUPERVISOR OF A RACE DIFFERENT FROM MINE, I WOULD DISLIKE
 604: IT.
 605: 32. WHITE SUPERVISORS EXPECT BLACKS TO DO POORLY ON ANY JOBS OTHER THAN MENIAL
 606: ONES.
 607: 33. EQUAL OPPORTUNITY AND TREATMENT REGULATIONS ARE SELDOM ENFORCED.
 608:
 609: 34. WHITES ARE NOT WILLING TO ACCEPT CRITICISM FROM BLACKS.
 610:
 611: 35. WHITES GET AWAY WITH BREAKING RULES THAT BLACKS ARE PUNISHED FOR.
 612:
 613: 36. IN MY OPINION, BLACKS AND WHITES SHOULD WORK IN SEPARATE GROUPS.
 614:
 615: 37. BLACKS AND WHITES SHOULD MIX TOGETHER !ONLY! WHILE THEY'RE ON DUTY.
 616:
 617: 38. OUR SUPERVISOR PICKS PEOPLE TO DO CERTAIN DETAILS ON THE BASIS OF THEIR RAC
 618: IES.
 619: 39. ON THIS INSTALLATION, BLACKS WHO WORK HARD CAN ADVANCE AS FAST AS WHITES WH
 620: O WORK JUST AS HARD.
 621: 40. SOME BLACKS GET PROMOTED JUST BECAUSE THEY ARE BLACK.

622: 41. BLACK POWER IS A DANGEROUS THING.
 623: 42. WHITE SUPERVISORS ASSUME THAT BLACKS HAVE HIDDEN MOTIVES WHEN THEY ASK FOR
 624: SOMETHING.
 625: 43. THE ARMY IS TRYING TO IMPROVE TREATMENT OF BLACK SERVICE MEN AND WOMEN IN T
 626: HE CIVILIAN COMMUNITY.
 627: 44. THERE IS RACIAL DISCRIMINATION AGAINST BLACKS ON THIS INSTALLATION.
 628: 45. WHITES GIVE BLACKS GOOD REASON TO DISTRUST WHITES.
 629: 46. IT WOULD BE A GOOD THING FOR BLACKS AND WHITES TO HANG AROUND TOGETHER AFTER
 630: DUTY HOURS.
 631: 47. A BLACK IN THE ARMY MUST DO MORE THAN THE AVERAGE WHITE TO MAKE THE GRADE.
 632: 48. I LIKE PEOPLE OF OTHER RACES MORE SINCE I JOINED THE ARMY.
 633: 49. THE ARMY'S EQUAL OPPORTUNITY PROGRAMS HAVE BEEN HELPFUL TO BLACKS IN THE AR
 634: MY.
 635: 50. WHITE SOLDIERS AND SUPERVISORS ACT AS THOUGH BLACKS HAVE TO LEARN THE RIGHT
 636: TO BE TREATED EQUALLY.
 637: 51. THERE IS SERIOUS RACIAL TENSION IN THE ARMY.
 638: 52. WHITES ACCUSE BLACKS OF CAUSING TROUBLE AND STARTING FIGHTS.
 639: 53. CALLING ATTENTION TO RACIAL PROBLEMS ONLY MAKES THINGS WORSE.
 640: 54. BLACKS FREQUENTLY CRY 'PREJUDICE' RATHER THAN ACCEPT BLAME FOR PERSONAL FAULTS.
 641: 55. IN MY UNIT, BLACKS GET WORSE JOBS AND DETAILS THAN WHITES.
 642: 56. MOST COMMANDERS APPLY THE MILITARY JUSTICE SYSTEM FAIRLY TO WHITES BUT NOT
 643: TO BLACKS.
 644: 57. THE REASON BLACKS STICK TOGETHER IS TO KEEP OUT WHITES.
 645: 58. A BLACK WHO ATTENDS AN ALL-BLACK SCHOOL IS BETTER OFF AS LONG AS IT IS JUST
 646: AS GOOD AS A WHITE SCHOOL.
 647: 59. THE ARMY PROVIDES A GOOD CAREER OPPORTUNITY FOR BLACKS.
 648: 60. BLACKS GET AWAY WITH BREAKING RULES THAT WHITES ARE PUNISHED FOR.
 649: 61. THERE SHOULD BE MORE CLOSE FRIENDSHIPS BETWEEN BLACK AND WHITES IN THE ARMY
 650: 62. BLACKS ASSAULT WHITES JUST BECAUSE THEY'RE WHITE.
 651: 63. BLACKS SHOULD STAY WITH THEIR OWN GROUP.
 652: 64. BLACKS ARE NOT WILLING TO ACCEPT CRITICISM FROM WHITE.
 653: 65. ON THIS INSTALLATION, I HAVE PERSONALLY FELT DISCRIMINATED AGAINST BECAUSE
 654: OF MY RACE.
 655: 66. AT STORES, BARS, THEATERS AND RESTAURANTS IN THE CIVILIAN COMMUNITY, I HAVE
 656: BEEN TREATED DISRESPECTFULLY - - - - -
 657: 67. BLACKS DON'T TAKE ADVANTAGE OF THE EDUCATIONAL OPPORTUNITIES THAT
 658: ARE AVAILABLE TO THEM.
 659: 68. BLACKS GIVE WHITES GOOD REASON TO DISTRUST BLACKS
 660:

679: 69. MANY BLACKS HAVE BEGUN TO ACT AS IF THEY ARE SUPERIOR TO WHITES.
 680:
 681: 70. WHITES ON MY JOB STICK TOGETHER
 682:
 683: 71. I HEAR WHITES ON THIS INSTALLATION MAKING INSULTING REMARKS ABOUT THE HAIRS
 684: TYLE, MUSIC OR FOOD PREFERENCES OF BLACKS.
 685: 72. I SEE BLACKS ON THIS INSTALLATION ASKING THAT THEY BE TREATED BETTER THAN W
 686: WHITES.
 687: 73. I SEE WHITES WHO WORK IN OFFICES LIKE FINANCE, DISBURSEMENT, OR TRANSPORTAT
 688: ION PROVIDING WHITES WITH BETTER - - -
 689: 74. I SEE WHITE SUPERVISORS LOOKING MORE CLOSELY AT THE WORK OF BLACKS THAN AT
 690: THE WORK OF WHITES.
 691: 75. I SEE WHITES ASSIGNED TO LESS DESIRABLE LIVING QUARTERS THAN BLACKS OF THE
 692: SAME GRADE.
 693: 76. I SEE WHITE SUPERVISORS GIVING BLACKS LESS CREDIT FOR GOOD PERFORMANCE THAN
 694: THEY GIVE TO WHITES.
 695: 77. I SEE WHITE SUPERVISORS PASS BLACKS OVER FOR TRAINING OPPORTUNITIES FOR WHI
 696: CH THEY ARE QUALIFIED.
 697: 78. I HEAR WHITES TELLING RACIST JOKES ABOUT BLACKS.
 698:
 699: 79. I SEE BLACKS WHO WORK IN OFFICES LIKE FINANCE, DISBURSEMENT, OR TRANSPORTAT
 700: ION PROVIDING BLACKS WITH BETTER - - -
 701: 80. I SEE BLACK SUPERVISORS PASS WHITES OVER FOR TRAINING OPPORTUNITIES FOR WHI
 702: CH THEY ARE QUALIFIED.
 703: 81. I SEE WHITES RECEIVING DISCRIMINATORY TREATMENT AT MILITARY FACILITIES (SUC
 704: H AS THE EXCHANGE, COMMISSARY OR - - -
 705: 82. I HEAR BLACKS ON THIS INSTALLATION MAKING INSULTING REMARKS ABOUT HAIRSTYLE
 706: S, MUSIC OR FOOD PREFERENCES OF WHITES.
 707: 83. I SEE WHITE SUPERVISORS MAKING IT EASIER FOR WHITES TO GO THROUGH THE CHAIN
 708: OF COMMAND TO PRESENT A COMPLAINT - - -
 709: 84. I SEE WHITE SUPERVISORS APPLYING THE UNIFORM CODE OF MILITARY JUSTICE AND M
 710: ILITARY REGULATIONS DIFFERENTLY TO - - -
 711: 85. I SEE WHITES WEARING ID BRACELETS, WHILE BLACKS ARE NOT ALLOWED TO WEAR ISL
 712: AVE BRACELETS (SYMBOLIC BLACK UNITY - - -
 713: 86. I SEE WHITE SUPERVISORS PAYING MORE ATTENTION TO THE REQUESTS OR SUGGESTION
 714: S OF WHITES THAN THEY DO TO THOSE - - -
 715: 87. DURING OFF-DUTY HOURS, I SEE BLACKS SPENDING TIME WITH JUST BLACKS.
 716:
 717: 88. I SEE WHITE SUPERVISORS JUDGING THE WORK OF BLACKS IN A DIFFERENT WAY THAN
 718: THEY DO WHITES.
 719: 89. I HEAR WHITES AT THIS INSTALLATION REFER TO BLACKS AS 'THOSE PEOPLE', OR 'Y
 720: OUR PEOPLE'.
 721: 90. I SEE BLACK SUPERVISORS LOOKING MORE CLOSELY AT THE WORK OF WHITES THAN AT
 722: THE WORK OF BLACKS.
 723: 91. I HEAR WHITES ON THIS INSTALLATION USING EXPRESSIONS SUCH AS 'WORK LIKE A
 724: NIGGER', 'FREE WHITE AND 21' ETC.
 725: 92. BLACKS ON MY JOB STICK TOGETHER
 726:
 727: 93. I SEE WHITES GETTING AWAY WITH BREAKING RULES THAT BLACKS ARE PUNISHED FOR.
 728:
 729: 94. I SEE BLACK SUPERVISORS PAYING LESS ATTENTION TO THE REQUESTS AND SUGGESTIO
 730: NS OF WHITES THAN THEY DO TO THOSE - - -
 731: 95. I SEE WHITE SUPERVISORS ASSIGNING BLACKS TO WORSE WORK DETAILS THAN THEY DO
 732: WHITES.
 733: 96. I SEE BLACK SUPERVISORS MAKING IT MORE DIFFICULT FOR WHITES TO GO THROUGH T
 734: HE CHAIN OF COMMAND TO PRESENT A - - -
 735: 97. I HEAR BLACKS ON THIS INSTALLATION REFER TO WHITES IN SUCH TERMS AS 'MONKY'

7381

741:100. I SEE BLACK SUPERVISORS JUDGING THE WORK OF WHITES IN A DIFFERENT WAY THAN
742:BLACKS.

7451102. I SEE BLACKS ON THIS INSTALLATION HARASSING OR EXCLUDING WHITES FROM FACILITIES OPEN TO ALL.

7491104. I HEAR WHITES ON THIS INSTALLATION REFER TO BLACKS AS 'NIGGER', 'COON', ETC
7501

7541106. I SEE BLACKS ASSIGNED TO LESS DESIRABLE LIVING QUARTERS THAN WHITES OF THE
7541106 SAME GRADE.

750:108. I SEE WHITES AT THIS INSTALLATION HARASSING OR EXCLUDING BLACKS FROM FACILITIES OPEN TO ALL.

7611110. I HEAR WHITES ON THIS INSTALLATION REFER TO BLACKS AS 'BOY'.

21

754:

NO CORRECTIONS APPLIED.

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